DOCUMENT RESUME

ED 107 928 CE 004 050

AUTHOR DeCrow, Roger
TITLE New Learning for Older Americans: An Overview of National Effort.
INSTITUTION Adult Education Association of U.S.A., Washington, D.C.
SPONS AGENCY Administration on Aging (DHEW), Washington, D.C.
PUB DATE [74]
NOTE 162p.
AVAILABLE FROM Adult Education Association of the U.S.A., 810 18th Street, N.W., Washington, D.C. 20006 ($3.00)

EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS *Adult Education; *Adult Programs; *Annotated Bibliographies; Community Involvement; Data Collection; *National Surveys; *Older Adults; Program Development; Program Planning; School Community Relationship; Senior Citizens; Supplementary Educational Centers; Tables (Data)

ABSTRACT

The summary overview of educational and learning-related programs for adults age 62 and over is based on a national study for the Administration on Aging. It contains data on 3,500 programs reported in a 20-item questionnaire survey based upon: subjects of study; methods and location; attitudes and problems; and a wide range of administrative practices. Various methods to sustain this educational movement are suggested and there are detailed data tabulations for the following major providing agencies: formal educational agencies (schools, universities, and colleges); learning-related agencies (cooperative extension services, libraries, museums, and parks and recreation centers); and community organizations (churches, senior centers, employers, and others). An annotated bibliography of 176 items arranged in 22 categories comprises one-third of the document. It is noted that all data from the study, the literature collection, program materials, and other materials from the study are available for study and use by interested persons. (Author/NH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED107928

MAR 2 5 1975

NEW LEARNING FOR OLDER AMERICANS

An Overview of National Effort

Roger DeCrow, Director
Older Americans Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ADULT EDUCATION ASSOCIATION OF THE U.S.A.
810 18th Street, N.W.
Washington, D.C. 20006

CE 009 050

ED107928

NEW LEARNING FOR OLDER AMERICANS

An Overview of National Effort

Roger DeCrow, Director
Older Americans Project

ADULT EDUCATION ASSOCIATION OF THE U.S.A.
810 18th Street, N.W.
Washington, D.C. 20006

NEW LEARNING FOR OLDER ADULTS: AN OVERVIEW OF NATIONAL EFFORT

I. TOPICAL SUMMARY 1

II. FROM CONCERN TO ACTION: WHERE WE STAND NOW . . 5

III. THE OLDER ADULT AS LEARNER
Why it matters; Older adults can learn; Older adults will learn 11

IV. WHAT THEY ARE LEARNING
Hobbies and recreation; Consumer education; Health, home and family life, personal development; Esthetic appreciation, community and world affairs, social action training, religion and spiritual development; Basic education; Other academic courses; Job-related subjects and skills 15

V. WHO PROVIDES THE LEARNING OPPORTUNITIES? 24

VI. EDUCATION AGENCIES
School systems; Community colleges; Universities and state colleges 27

VII. LEARNING-RELATED AGENCIES
Cooperative Extension Service; Public libraries; Museums; Parks and recreation 34

VIII. OTHER COMMUNITY AGENCIES
Churches and religious organizations; Mass media; Business and industry; Trade, technical and correspondence schools; Community voluntary organizations; Social and welfare agencies; Senior Centers and clubs 43

IX. DEVELOPING MORE LEARNING OPPORTUNITIES: WHAT ELSE IS NEEDED?
Instructional methods: Is there a geriagogy?; Supporting services; Materials provision; Staff training; Education supporting agencies and mechanisms 55

Page

X. APPENDIX

Conditions of the study: Interpreting the data tabulations; Tabulation 1: Summary of programs; Tabulations 2-9: Summaries of programs in various agencies; Questionnaire . . 61

XI. LEARNING FOR OLDER ADULTS: AN ANNOTATED BIBLIOGRAPHY 104

I. TOPICAL SUMMARY

II. FROM CONCERN TO ACTION: WHERE WE STAND NOW

Millions of older Americans (those 62 or over or retired) are learning from daily experience mediated through personal contacts and fed by the mass media. Many others are learning in organized programs in many agencies concerned with education and learning.

Many methods are used in helping older adults to learn, but classes and other "school-like" techniques are still most common. Most popular subjects: hobbies and recreation, consumerism, health, home and family life, personal development. Many other subjects at every level of complexity are often available.

Supporting services for this educational movement exist only in rudimentary forms and the total effort is sadly inadequate, considering the numbers of older people and the sweeping benefits learning can bring to this group.

Conditions for expanding effort: build learning into all services for the aging; initiative and control by the agencies most closely relating to older people; wide involvement of all educational and many other learning-related community organizations; increased voluntary service and private sector commitment.

III. THE OLDER ADULT AS LEARNER

Most older people living in the community *can* learn what they need and desire to learn if given suitable opportunity, though many are handicapped by the *myth* that old people cannot learn.

Older adults *will* learn when the program is meaningful, suited to the styles of later life and, especially, when they themselves initiate and guide the experience.

The nation cannot tolerate the current waste of talents of older Americans. Powerful forces are at work making it likely that more older workers will remain longer on the job and that many will return to employment.

IV. WHAT THEY ARE LEARNING

Learning programs, in the first surge, are practical, relatively simple in content and concentrated in the subjects we *assume* to be most needed. The learning needs are diverse and only a few are unique to older people.

Hobbies and recreation: there is important collateral learning in many of these, but, given the values and attitudes of many older adults, how suitable is the concentration in this area?

Consumer education: budgeting, cooking for one or two, avoiding frauds, similar subjects help older people on reduced income in inflationary times.

Health, home life, personal development: health maintenance, nutrition, appliance repair, grandparent role, defensive driving, other practical courses. Liberal education: art, music appreciation, foreign languages, ethnic and local history, religion and spiritual development.

Basic education: public schools provide basic education, but few receive help, though literacy problems are concentrated in the older generations. Personal help is needed.

Academic courses: high school equivalency is available but little used; community colleges, university extension and evening colleges give access to higher education; reduced tuition will help a few; "open" learning programs show great promise.

Job training: few over 60 participate in on-the-job training, school and community college vocational programs, trade and technical schools or remedial manpower programs. Training for voluntary work is more common. Various actions are needed to alleviate employment problems of older persons.

V. WHO PROVIDES THE LEARNING OPPORTUNITIES?

A summary of 3500 programs shows many agencies moving from concern to action, but it is a mere beginning. 50% report programs to be added this year.

Poorly served: those over 75, men, reading handicapped, very poor, minority groups. New agencies and new programs are needed.

Most programs are free or low cost and open to all. Though each agency has its unique style, subjects are similar, reflecting the first phases of program development and superficial understanding of needs.

VI. THE EDUCATIONAL AGENCIES: SCHOOLS, UNIVERSITIES, COMMUNITY COLLEGES

As staff pressures ease, the formal educational system is moving to serve older adults by opening current adult programs and initiating others for this group. Deeper institutional committment is developing in community

and state colleges and in universities seeking to meld these programs with research and training of gerontological workers. Consortia are forming in some states for coordinated action.

VII. LEARNING-RELATED AGENCIES

The Cooperative Extension Service, libraries, museums and park districts are increasing their services to older adults, each in its traditional area of activity. Each is developing innovative programs and new ways to help.

Cooperative Extension is particularly adept in use of volunteers and in practical activities especially suited to older adults.

VIII. OTHER COMMUNITY AGENCIES

Churches, the mass media, unions, health and welfare agencies and a host of community voluntary organizations are giving priority to aging in their service programs, often with important learning components.

Few employers, public or private, provide much help to their retired workers, though their concern for older workers and retirement training is increasing. Trade, technical and, especially, correspondence schools are seldom used, though in many ways they are well-suited for training older adults.

Senior Centers, clubs, and membership organizations such as the National Council of Senior Citizens and the American Association of Retired Persons provide extensive services and may be the leaders in providing learning opportunities in the future.

IX. DEVELOPING MORE LEARNING OPPORTUNITIES: WHAT ELSE IS NEEDED?

Since impetus comes largely from the local level, programs for older adults are certain to multiply in coming years. Publicty, encouragement, guidance and practical help can accelerate the movement. A service clearinghouse is urgently needed to facilitate sharing of information and resources.

Many actions are needed to support this movement in the long run: research, staff and volunteer training, materials development, more rational funding, more interaction between educators and social gerontologists, others.

A national planning group should be formed to initiate action on some priority schedule, for these back-up services are now rudimentary or nonexistent.

Technical assistance in many forms is needed for best direction of resources available but unused at the state and local level. New agencies are eager to help but uncertain how to proceed. The older citizens will initiate and manage their own learning activities if guidance, training and cooperation are provided.

X. APPENDIX

The appendix contains a description of the study. Questionnaire. A tabulation summarizing information on programs, practices and attitudes in approximately 3500 learning programs. Similar tabulations for: schools, community colleges, colleges and universities, the Cooperative Extension Service, public libraries, park and recreation agencies, other community organizations, Senior Centers.

XI. LEARNING FOR OLDER ADULTS: AN ANNOTATED BIBLIOGRAPHY

A classified bibliography with abstracts includes 179 items pertinent to learning opportunities for older adults and some basic social gerontological works which should be more widely known to educational workers.

II. FROM CONCERN TO ACTION: WHERE WE STAND NOW

Some twenty million older Americans are learning new things every day as they adjust to the new circumstances of older people in an ever changing new society.

Our older citizens learn, as we all do, mostly from the experiences of every day life, mediated through personal interaction with family and friends in a process fed by the world's most efficient mass communication system. For many practical purposes this social learning process is startlingly effective and so pervasive that we are hardly aware of it.

Many other important learning needs, however, require other methods involving structured learning experiences, some form of instruction, and conscious planning for continuity in the learning program.

Many agencies in American society are already helping older Americans with these more complex learning needs. These efforts, both in educational and voluntary agencies, can be greatly expanded and improved. They are the subject of this report, based on a year-long, wide-ranging exploratory national study, using three main data sources: (1) discussions with expert persons and agencies active in education for older adults; (2) examination of the research, development and descriptive literature pertaining directly to learning program development for this audience; (3) a questionnaire directed with varying degrees of thoroughness to many (but not all) agencies either active now in this work or thought to have useable potential.

Where do we stand now in the complex arrangements required to ensure older Americans the opportunity to continue learning, whether their purpose is to use this powerful tool in better adjusting to life's opportunities and problems or simply to enjoy the exhilaration of new learning? From our year long investigation, the following summary may be given, supported in some parts by considerable data, in others by observation and collating the views of persons knowledgeable in this field.

Learning opportunities for older adults are rapidly growing. Some 3500 programs were reported from all parts of the educational system and from a wide range of non-school agencies – libraries, museums, the Cooperative Extension Service, churches, park and recreation departments, business, unions, and a host of voluntary and community organizations. About one-half of the respondents indicate that they have added new programs in the past year; almost everyone suggested areas where new work or added effort are needed.

Overwhelmingly, the learning opportuntiies are practical in intent, relatively simple in content, and surprisingly similar in all the many disparate kinds of agencies reporting. This similarity is in part a function of the bloodless view of local activities obtained from a questionnaire survey, but it clearly shows the natural tendency everywhere to start first with the most apparent needs of the most available parts of the new audience and to serve them by the easiest adjustments of already operational adult education programs. Nonetheless, we see also many examples of innovative programs and serious planning in some agencies for more powerful involvement and more meaningful services in the future.

Adults learn by many means and are particularly adept in non-school styles of learning, wringing lessons from the personal interactions of daily life or from the Mississippi River of "information" flowing around us through the mass media, using an array of informal or non-traditional methods and independent study. Many examples were reported from the entire gamut of adult education methods: correspondence study, travel study, conferences and workshops, book talks, museum tours, on-the-job training, media-based training (including 150 using cable television), many others. A class with a teacher, that serviceable stock-in-trade of American education, seems still to be the most pervasive method. The "school" model of learning, admirably suited to many purposes, is especially familiar and often very dear to many older generation Americans.

Hobbies and recreation, consumer education, health related subjects, home and family life, personal development – these are the popular subjects in almost every agency serving the older population. Some senior citizens are enrolled in academic programs, ranging from basic education and literacy through the most esoteric and advanced studies imaginable, often carried out largely through their own efforts, using the reservoirs of talent in this age group. Some are learning through training for voluntary personal or community service. A few, very few, are learning small appliance repair or other skills with a view of paid employment. Almost anything you can mention is being studied somewhere by some older people – "belly dancing for oldsters" comes to mind – in the crazy array that develops whenever adults freely pursue their own learning interests. In general, despite some unique special interests, the learning needs of older adults are diverse and not much different from those of the rest of us. One highly observable trend is an almost frenzied outburst of pre-retirement programs, a sudden recognition of the importance of planning ahead.

Many of the vital supporting services required for a national system of educational opportunities for older adults exist only in rudimentary, though often interesting and promising, forms: training of teachers, leaders and volunteers; development and distribution of learning materials; special techniques for recruiting, counseling and rewarding the older learners; overcoming transportation problems, fears for personal safety and many other obstacles; financial arrangements in local agency budgets, in state and national funding programs; research and experimental demonstrations of best practice; the provision of communication networks among the thousands of disparate persons actually doing the educational work. Creative persons and agencies, the pioneers, are at work in each of these areas, but the total effort is only a beginning.

Considering the number of older adults in American society and the sweeping benefits learning can bring to this group, current efforts to help them are sadly inadequate. It is especially discouraging to see relatively few programs serving those groups most in need, those for whom the double jeopardy of being both old and poor makes learning to adjust almost a matter of survival urgency. Still, in every agency, public and private, we see the promising beginnings of service to the older population. Few people, even educators, realize what a vast, complex and responsive adult education system this nation has, reaching out into every community. Furthermore, as national concern grows and essential services are better provided by health, welfare, transportation, nutrition and other agencies, new opportunities for education and learning are created. Every *service* program *must* have a learning component to reinforce the capacity of our older population for independent living, for fuller development of their personal interests, and for responsible citizenship.

Awareness, concern and readiness for action – that is the stage of development in most agencies today. "We have been seriously thinking about what we might do," is the message on hundreds of questionnaires and in letters, calls and visits to the Adult Education Association during the past year.

Many are taking action. The first steps: opening up existing programs to older people, making it easier for them, tailoring the programs to this new audience. One of many examples is the spreading movement toward free or reduced tuition in colleges and universities. Despite the amazing fact that it sometimes requires an act of the state legislature to authorize such action, this is typical of the relatively simple ways by which new opportunities can be created. Resources are easing in some parts of the educational system, teachers are more available, some parts of higher education are actively seeking new ways to serve their communities. Employers are deeply concerned

for their older workers, searching for ways to ease their adjustment problems. Community and voluntary organizations, many of national scope (*e.g.*, the Kiwanis Clubs, the Federation of Women's Clubs, various church denominations) are bringing service to the elderly to the top of their priority lists. Still another resource lies in the American Association of Retired Persons and similar elderly-serving organizations, many of which are active in learning program development. Finally, perhaps most encouraging, the older people themselves are initiating their own educational efforts or providing voluntarily to expand existing programs. Why not? This group has inexhaustible talent plus a long tradition of self-help and mutual assistance.

Guidance and encouragement can mobilize all these existing resources for dramatic spread of learning opportunities in the immediate years ahead.

The momentum of current program development, however, cannot be depended on to serve the long-range needs for older adult education programs. As the most direct and feasible services spread, further progress requires ever more resources and commitment. Long experience shows how difficult it is to develop meaningful learning programs for any adults, regardless of age, who are handicapped by poverty or basic educational deficits. Wide support will be needed for research, developmental projects and improved supporting services. Above all, the critical matter of local integration and coordination of effort will determine whether, in the long run, learning programs for older adults can really have significant impact in their daily lives.

Adult educators, gerontologists and others concerned with the older population need new ways of working with this group, especially ways of building learning components into all other activities. Learning cannot be shunted aside as simply a matter of filling leisure time, important and valid as that purpose may be.

Three other critically important conditions must prevail, in my opinion if long-term effort is to have maximum impact. I base these observations less on the data collected in the current investigation than on experience in, and study of, previous campaigns to mobilize vast, powerful, but chaotic and slow-moving adult education forces for other purposes with other target population groups.

1. Basic responsibility for learning development must be firmly and permanently grounded in the health, welfare, elderly-serving and other agencies with the closest, most vital and continuing contact with the older population. They must seize every opportunity to build useful learning into every service

or contact and to call on the educators in all agencies for help and advice. This cannot be left to the educators, most of whom are at best somewhat more distant from the main bulk of elderly people.

2. All adult education institutions need to be involved, the dozens and hundreds of non-school agencies as well as all parts of the formal educational establishment. The moment any one of these agencies, for any reason, is perceived as the "main" leader in this area, the total effort will be most unfortunately sapped away.

3. Voluntary effort from thousands of persons, especially among the older people themselves, and in private sector agencies never before involved in learning programs will be needed for full impact. This effort can be mobilized and the beginnings are much in evidence.

The immediate purpose of this exploratory study was simply to describe the learning opportunities now most commonly available to older adults (those 62 or over or retired) living in the community. Some 40,000 questionnaires were sent to a variety of agencies thought to be active in this work; some 4000 were returned; about 3500 are summarized in Tabulation 1 in the Appendix. The survey was as uneven in execution at it was wide in scope, therefore the data do not have the precision of a rigorous sample survey. Nonetheless, we are reasonably certain that the report gives a realistic overview of the types of learning opportunities older adults will typically find in their communities and of the agencies most likely to be at work on their behalf. Tabulations 2-9 give a closer look at some of these agencies. Documents we found most useful are listed, with abstracts, in the bibliography. We are grateful to dozens of expert persons who helped develop the study and interpret the results.

Though our first focus was on program and the roles of various agencies, we have assembled information on other elements needed to stimulate, expand and improve the local programs which seem to be spreading almost spontaneously around the country. To sustain this movement, educational planners and policy makers must provide for all the following elements essential to meaningful service to our older population.

Learner: with his unique blend of personal and social circumstances, abilities, purposes and motivations.

Knowledge: whatever the learner needs or wants to learn or, often, what the society, particular group or individual teacher feels is needed.

Methods: for organizing the learning experience and techniques for effective presentation of knowledge.

Materials: verbal, written or visual to structure knowledge for learner access.

Teacher: presenter, organizer or facilitator, sometimes the learner himself and not necessarily a person, to guide the learning experience.

Supporting services: for recruitment, counseling, evaluating and otherwise facilitating the learning experience.

Education-giving agency: to provide a time, place, staff, financial arrangements and other structural elements for ongoing maintenance.

Education-facilitating agencies: the State Department of Education, professional associations, graduate schools and a host of others which support the educational process though they seldom come directly into contact with the learner.

III. THE OLDER ADULT AS LEARNER

There would be no purpose in developing learning opportunities if, in fact, the learning is of no benefit, or if older people cannot learn, or if for any reason they will not learn.

Why it matters. The benefits of learning as an instrument of personal adjustment in daily life are manifest. Older persons would never have survived the revolutionary changes during their lifetime without constant learning and relearning over the decades.

It is true that many studies in recent years have shaken our complacent assumptions about the value of the content and procedures of our formal educational system. Education does not appear to be as central to success in American life as we thought, or, at least, that central importance is difficult to demonstrate. None of these studies, however, challenges the role of *learning* in all its myriad forms as an adjustment instrument in all our lives.

From the viewpoint of the entire society, it is far from clear that we can go on much longer wasting the talents of our older citizens as we are doing today. Concern with unemployment obscures the fact that all progress in American society thus far has required an ever increasing work force, drawn successively from waves of immigrants, then from surplus farm labor, and in recent years from women, the last visible reserve to keep the economy and production expanding. This advance was further aided, it may be noted, by large scale retraining throughout the work force, in the post World War II period a prodigious, forced draft up-grading of American workers through all forms of job related training. This has been, no doubt, the largest and most successful adult education campaign in the history of the world. Despite automation, efficiency, training and all else, the work force will grow larger. Where will this talent come from, if the population is no longer growing?

Even now the notion that we ought to measure the efficiency of our society by some broader concept of productive living is creeping into acceptance. The current development of "social indicators", broader measurements of the good and welfare of the nation, is a telltale sign of the future. In due course, you can depend on it, we will be urging older people with talent back into service.

This may happen almost immediately because of the horrifying escalation of all costs in an inflation ridden society. Not the least of these costs is that for provision of health care and other services to the elderly. National health insurance, for example, however it may be financed, will be costly and will

lay the health care professions under tremendous personnel strain. Or, read the various proposed plans of alternatives to long-term institutional care. There is no way, quite regardless of costs, that these programs can succeed without massive programs of training for self-care and mutual assistance among the older population.

Older adults can learn. One of the strangest delusions in history is the still prevalent myth, that older people cannot learn or that they typically suffer serious decline in mental abilities.

Common sense observation should dispel this notion, for hundreds of thousands of older adults are learning in the programs reported in our survey and millions have learned every imaginable subject in adult education programs over the years and decades. They may be observed in every part of society learning by less formal methods; many start second careers in retirement; high accomplishment in old age is commonplace.

This is the only area related to the education of older adults with a well-developed body of technical research. Slight declines in various mental abilities, especially those related to speed, are persistently detected, but they are not of the type or magnitude to have much practical significance in learning in real life situations. Even these deficits cannot be confirmed in experiments with the same persons over a period of time. It is generally agreed that any abrupt or severe decline in mental processes is an almost certain symptom of rapidly encroaching profound health problems. In short, in normal persons, decline of mental ability with age is nothing to worry about. Most older adults easily learn what they want to learn, given the opportunity.

The older learner is often the best learner. In general, older people have more and better organized experience which provides a meaningful context into which new information can be assimilated. They know themselves better and more clearly perceive what new learning will be truly useful to them. Being under no compulsion, they shun learning things that seem irrelevant.

The old do not learn as well or as fast as the young. So what? They can still learn easily what they need and want to learn.

Some old people obviously cannot learn. Certainly true. Some are bright, some not, with the same dispersion of talent and aptitude to be found in any age group.

Many older people have poor educational backgrounds, some cannot read and write. Tragically true. What can we do to correct this?

Many older adults *think* they cannot learn. All observers agree that this old shibboleth affects large proportions of older people. The current generation of older people grew up during the period when the American high school was sweeping across the nation and each decade has seen radical escalation of educational attainment in terms of school years completed among the younger generations. During all this period education and learning have been closely tied to the forms and trappings of *formal* education, first in the high schools and later in the phenomenal growth of higher education. This too close identification of learning with education may be, probably is, the root cause of the "can't" feeling now so sadly limiting many older people. Hopefully, as each succeeding age cohort advances into old age, their greater experience with the formal educational system will reduce these feelings of having been left out. Meanwhile, if there are to be public information campaigns to correct the many gross misconceptions about the older years, the "can't learn" myth should be demolished if possible.

Older adults will learn. Many older people are eager to learn. "We expected 40, but over 200 showed up" is typical of statements on dozens of questionnaires.

Nonetheless, it is foolish to imagine that the senior citizens are out there just waiting for the next adult education class to be announced. All participation studies show the marked falling off in all agencies as age advances. This is in part a function of the lower educational levels in older-aged groups, for those with some education want more. Second, the entire adult education enterprise has been overwhelmingly vocational and occupational in orientation, less appealing as adults become established in their life work.

"Lack of interest on the part of older people" is noted as an important problem by substantial numbers of respondents in almost every agency. It may be related to another problem, "locating or contacting the audience." Ominously, lack of interest is most often mentioned by those agencies closest to the older population. The questionnaires from Senior Centers fairly bristle with complaints. "We have tried to interest them, but all they care about is gossiping and poker playing." "Our group has been meeting every Thursday for years for visiting and good times. We don't need no educators here."

These are warnings that learning experiences must be tuned to the "style" of the particular group. It suggests the importance of: using many non-traditional learning techniques; close understanding of the needs and folkways of the particular group; often avoiding any rhetoric about education or learning; above all, finding ways to put iniative and leadership directly in the hands of

the older learners. Experience in basic education and poverty-related programs has shown us how challenging it is to reach beyond the traditional middle class clientele of adult education, but much has been learned in that experience that could be useful in work with many older adults.

Older adults *can* learn; they *will* learn when given meaningful opportunities; their talents and resourcefulness are a great national asset.

IV. WHAT THEY ARE LEARNING

Millions of older Americans are learning this year that Peruvian anchovies affect the price of hamburger, that it is slightly safer this year on inner city streets, that the neighbor next door can be surprisingly helpful at times, and a thousand other things discovered in the pace of daily life or siphoned from the mass media. Alfalfa tea and copper bracelets do little for arthritis, condominium contracts are not always what they seem, determined effort can get lower bus fares in off hours, an easier job at the plant enables one to work another year – older people, like the rest of us, are expecially alert to learning for their own life purposes.

Overwhelmingly, the people developing educational opportunities for older adults agree that this audience wants learning "directly related to immediate concerns in their daily lives." This agreement is greatest in the Senior Centers, the Cooperative Extension Service, the park districts and other agencies closest to the audience, in most constant contact with the older people themselves. This conviction is reflected in the subjects of the programs reported. Hobbies and recreation; consumer education; home and family life; health related topics – these are the most popular and pervasive offerings in almost every agency.

Nonetheless, one quarter to one third of the educators disagree and many others wrote "Yes, but–" notes cautioning against this generalization, which like all others, cannot describe the diverse needs and interests in any group of twenty million Americans. Old age is a time of trouble to many, but to others a welcome opportunity to pursue interests wherever they lead, to find new modes of self-expression and freely explore the joys of learning. The "layman scholar" tradition is strong in this generation. Many pursue expressive needs, seemingly unrelated to any practical purpose, clear to the forefronts of knowledge. These interests, part of the good life, must also be served.

Hobbies and recreation. Ceramics, stamp collecting, gardening and house plant growing, arts and crafts of all types, square dancing – all hobbies, recreational and leisure-filling activities are the favorite subjects in a wide variety of agencies, figuring heavily even in the adult education programs of universities and colleges. This area is a close relative of another subject category: esthetic appreciation, the non-academic study of art, music, literature and other cultural interests. Together, these subjects unmistakably constitute the main program thrust at the moment. Moreover, this is an extension of the similar opportunities easily available through countless commercial and mass media outlets.

Is it enough? No. We are talking, remember, about *millions* of people, practically every one with some recreational or hobby-related interests. These programs are fun, they are popular, inexpensive, volunteer teachers and leaders are easily available, there is every reason to expect similar activities to multiply. Even the park districts and recreational agencies where 80% of the effort is, as you would expect, in this area, still see the need for new and increased effort. Sizable numbers of respondents in many agencies list recreational programs high among the areas where they would like to increase or institute offerings.

There may be more in these programs than merely filling leisure time. Games, Piaget maintained, are the paradigm of best learning. In a structured context of mutually shared conventions (like life) we must take into account the expectations of the other players, thus enlarging understanding of our own behavior in the "society" of the game. Recreation specialists insist there is often extensive learning of high consequence in what may appear to be only a game of shuffleboard. Gregariousness, socializing, passage of miscellaneous information, the reassurance of shared interests, many other values may be served. If older people often do not respond as we might hope to learning, education and other didactic appeals (why should they?), we may find ways of anchoring many purposes into a fun and pastime context. One respondent reports teaching nutrition through bingo games. If we can avoid any trace of condescension or treating mature people as children; always a fatal error, who knows what learning might be built into these programs where education is not the overt purpose?

In this connection, a constant undertow of criticism among educators and gerontologists may be noted. Can fishing and card playing really be satisfying for very long to many in the present generation of older people who's lives, by and large, have been based on hard work, individual accomplishment and worth? Most older people gladly accept the full challenge of adjusting to new problems and opportunities in this phase of life as they always have in their earlier years. They scorn any implication, however subtle or unintended, that old age is, like childhood, the time for fun and play. Hobbies and recreation are never enough, educators recognize. Look at the diverse array of learning opportunities in the park and recreation agencies: health and consumer programs, job-related and basic literacy classes, and a wide range of personal development subjects.

Consumer education. Double digit inflation and recurring, unexpected shortages have driven economy and conservation to the front everywhere. Local evening newscasts now include shopping tips and product evaluations

from the Consumers Union. Sylvia Porter's column in the daily newspaper is one of the most pervasive and benign adult education programs in the nation. Older people are especially in need of all help they can get in making ends meet, with income typically reduced 50% at retirement. Though social security and related benefits have paced inflation so far, they began from a low base. One half our older population lives entirely on this income. Even the relatively affluent retired persons, those who expected modest comfort, or at least security, through supplemental income from private pensions or investment of their life savings, are getting cruel shocks.

How to plan your retirement budget, cooking for one or two, save by sewing, the ten most common consumer frauds, extending the food dollar – these are typical of the host of programs in this area aimed at the immediate problems of daily survival. They appear to be similar in all agencies, insofar as the flyers, catalogs and course calendars sent in to us reveal. Much useful information is contained in newsletters and bulletins from Senior Centers, Cooperative Extension and social welfare agencies. Every agency is involved, though some, notably Cooperative Extension with its agents and home economists in every country in the nation, are especially adept in this area. Practically every agency notes the need for more and more various work in nutrition and consumer education.

Health, home and family life, personal development. These practical areas of concern follow close in numbers of programs reported and in the variety of sponsoring agencies involved. Be a better grandparent, understanding the younger generation, defensive driving (a discount in insurance rates makes this popular), stylish at sixty, simple home repairs, safety in the home, auto maintenance – all manner of courses and offerings to help older people cope with daily life problems or to develop better understanding of self and others.

Esthetic appreciation, community and world affairs, social action training, religion and spiritual development. Art, literature, music appreciation and many other cultural courses and activities are provided through the non-credit programs of university extension divisions and evening colleges, gallery talks, short courses and traveling exhibitions of the museums, in book talks, lecture series and film presentations in public libraries and in many other adult education agencies.

Foreign languages, the arts, culture and history of various foreign countries are popular. Some of this is preparation for travel; much of it reflects the continuing interest of older people in the nations from which they or their parents immigrated to the United States. Ethnic pride is strong, with a

powerful movement underway to rescue the art, folkways and culture of many nationalities from the melting pot. In old age, some people learn or relearn the languages of their childhood. Many Senior Centers and community-based clubs of older citizens, especially in urban large cities, focus around these ethnic interests.

Similar learning interests are mobilized by the sense of geographic place and local history – the history of Kansas, life and times in the early days of the Erie Canal, architecture of Onondaga County, arts and crafts of the Mohawk Valley, garden tours and field trips to historic houses or to local industrial plants. Older people are not only learners in these activities but often the teachers, guides, proctors or hostesses passing on their own knowledge to others. "Manned entirely by volunteers, most of them retired people," is the message from dozens of local museums and historical societies.

Great religions of the world, what is existentialism?, the great philosophers, the occult, many other aspects of religion, philosophy or spiritual and moral development are found in many agencies. These topics would have loomed much larger if we could survey the 325,000 churches from coast to coast. The educational work reported by the directors at the denominational level is not confined to religion. Local churches, many with their own educational ministers or directors, carry on wide activities, often serving as community centers for many purposes and audiences. Much of this is carried into local or national radio and television programs.

Consider, for example, one program we have looked into, consisting of a well-organized lesson for each week sent out monthly to 700,000 church members, a large part of them "older adults." Each lesson is based on selected passages from an incomparable text with commentary, leading questions and other study devices. A different version containing teaching tips and advice on how to draw out the participants goes to the leaders and teachers of the Sunday classes. Reading through the month's materials, I would call this a miniature course in ethics with potential application at every level from personal conduct up to the political ethics of national government and relations between nations. All these applications are promptly and regularly made in the classes, I am told. None of this relates in any way that I can detect to the particular doctrines or tenets of the sponsoring denomination, indeed, from the vantage point of my Methodist background, except for the Bible text, I would not call it "religious" in content. It seems to me an exemplary well-organized adult education program, one of the best I have ever seen. Who knows what impact such studies have in the lives of hundreds of thousands, perhaps millions, of church members among the older generation?

Basic education. Reading handicaps and deficits in the bundle of language, computational and citizenship skills roughly equal to grade school education are concentrated in the oldest generation of Americans who were often working in the fields and factories at the ages when all succeeding generations were in grammar and high school. Millions have long since made up all the deficit by their own effort. Many others, though even now they cannot read or write very well, have led happy lives of good, even high accomplishment, mobilizing prodigious compensatory mechanisms to prove that you can learn and do a lot, even if you can't read and write. For many others, however, this problem has been a dragging handicap throughout life. They have trouble with telephone directories, want ads and simple application forms.

What help are they receiving? Very little. Yes, about one half the public school systems have basic education programs; Senior Centers and other community organizations report work in this area – even some community colleges and universities in pioneering efforts to bring the influence of higher education to the storefront level. Only trifling numbers of older people are served.

The one-to-one personal tutoring by trained volunteers in Literacy Volunteers and the National Affiliation of Literacy Advance has high potential, but we know that the many older people in these programs are themselves the *tutors* rather than the learners.

This summary report is not the place to analyze the seemingly intractable difficulties in bringing literacy and basic education to meaningful numbers of older adults. One can dimly perceive possible solutions involving immensely expanded use of volunteers in person-to-person work, reinforced by some still unknown use of television, with organizational responsibility and control firmly in the hands of the elderly-serving agencies. Under current circumstances there is little hope that more than a handful of the present older generation will obtain reading, writing and other basic educational benefits.

Secondary education, getting a high school diploma, seems altogether more workable and should be appealing to many older people. GED programs are in place in every state, working through classes, independent study, and television. Again, local chapters of the AARP, National Council of Senior Citizens and similar groups can be the conduit, the recruiters of the older students.

Other academic courses. Unexpectedly in recent years American universities and community colleges have found themselves under less pressure and,

therefore, able to welcome adults into classrooms and the many cultural activities on their campuses. Almost the whole range of human knowledge is laid out in the curricula of a large university, a feast of new learning for many older adults, now available at greatly reduced, sometimes free tuition. In addition, use of college libraries, art galleries and other facilities will enrich the lives of many more. Universities have been the last educational agencies where high cost inhibits participation by older people. This is changing so rapidly that no one can keep up with the growing list of colleges with the new reduced tuition plans – a wonderful example of opening up new opportunities to the elderly.

Adults have always been welcome, of course, in the extension and evening college programs in hundreds of universities and community colleges. Both credit courses applicable to degrees and a host of credit-free courses, seminars, conferences and other activities especially designed for adults have served millions of adults over the decades. Convenient hours and locations make these programs accessible to many older adults, though their participation has never been commensurate with their proportions in the population. These opportunities, rather than attendance in regular campus courses, have brought university-level learning to millions of adults. They are still, and are certain to remain, the chief point of access to higher education.

Though a boon to many, opening up university courses at reduced tuition is only one of many new college level programs for older adults. Many interesting experiments are underway – bringing older adults into dormitory residence while they pursue educational programs designed around their interests, mixing oldsters with college students in gerontology classes, many others. In addition, in many universities and community colleges probing discussions are underway to find altogether new and more effective ways to bring the tremendous influence of higher education into the lives of older people. Ways will be found to meld research and graduate training functions with direct service to the elderly so that each activity reinforces all others.

Open degree programs using supervised independent study, a revolutionary development which will be discussed in a later section, can help the small numbers of persons over 62 who have any practical need for university degrees and the larger numbers for whom a degree has intense symbolic meaning.

Job related subjects and skills. Over 600 agencies, almost 20% of the respondents, report training relevant to employment, whether for paid or voluntary work. About 25% think this an area where new or increased effort is needed.

What are these programs? The copious materials coming in with the questionnaires certainly do not reveal any meaningful vocational training, though there are occasional courses in appliance repair, real estate selling, how to run an antique shope and the like, which may be useful to retired people. Some hobby courses have selling products as a collateral objective, e.g., stamp collecting for fun and *profit.* Some clever older people find ways to supplement their incomes through sale of their skills in arts and crafts. Senior Centers and others sometimes try to organize this business. There are numerous popular books published in this area.

Yes, there are occasional older people to be found in the extensive adult vocational programs of the public schools ("special" students) and in the many technician and paraprofessional training programs which are a main mission in community colleges. A few private trade, technical and correspondence schools report some older people enrolled in some of their courses. This trifling participation in the most remarkable system of arrangements for vocational and occupational training in the world is largely a testimony to the resolution of a few older people who exploit all opportunities no matter what the obstacles.

Questionnaires to a one-third sample of members of the American Society for Training and Development, the training directors in business, industry and in many public agencies, produced little response. What are these employers doing to train their workers 62 and over or already retired? Nothing. Is it realistic to expect that they should? What could they do?

In the vast jumble of remedial "manpower" programs, supported in recent years by billions of dollars from national government sources plus extensive cooperation on the part of American business and industry plus the efforts of the state employment agencies, there has been almost no participation of persons 62 and over. Again, under current conditions, how realistic is it to expect these older workers to receive help when so many others desperately need these services?

Collectively, these myriad programs have produced understanding, methods, techniques and materials for the practical training of adults outside the traditional middle class clientele which will one day (who knows how long it may take?) find powerful application even in the training of *old people.* National policy on these programs has shifted back and forth fitfully from high hope to revulsion and despair. Whether or not the participants finally got jobs and whether or not *that* is the salient criterion of "success," the fall-out of learning has been great. By-product learning about how to help disadvantaged Americans learn has been equally great, but almost entirely ignored. Basic

education, for example, has been provided to thousands, often by methods more promising than those prevailing in the more general adult basic education programs and at a cost never less than double the subsidies provided by the Federal government to the school systems for this purpose. Little of this has directly benefited the 62 and over group, however urgent their needs.

Highly successful models of vocational programs for older adults exist under the banner, "Operation Mainstream" and in the various volunteer ACTION programs – SCORE, RSVP, Foster Grandparents and the like. The older people in these programs are delighted; the recipients of the services are equally pleased. Even on our questionnaires, park district supervisors have written about their "Green Thumb" workers, calling for more.

Since many older Americans already have in abundance whatever skills may be needed, the training in these programs is largely program orientation and re-introduction to the world of work. Basically, these are job development programs showing how older people can benefit employers and society in many ways, The programs do not involve more than a few thousand persons, but their portent as models for the future can hardly be overestimated. They are operated by various local agencies, usually working as subcontracttors supervised by the National Council of Senior Citizens, the American Association of Retired Persons, Farmers Union, the Federal Extension Service and others.

For decades hopsitals, the YMCA's and YWCA's, churches, the American Red Cross and numerous other associations have been training voluntary workers by the millions, many of them older adults. The Cooperative Extension Service is said to mobilize, train and organize the work of over 1,000,000 volunteers every year. Officials estimate that between 15 and 20% of these are 62 or over. There is no lack whatever of agencies skilled in training older people for useful service.

Increasingly, however, the question is raised: "How long will we go on expecting these useful workers to volunteer their services?" Many of them need extra income. Surely their efforts are worth some remuneration.

Yet another example of continued work of high significance to older people is in the various professions. Many doctors, lawyers, politicians and others work serenely on into the 70's and 80's. How are they to be included in the growing programs of continuing education in the professions?

Summary: there are models, bits and pieces and insights into how large scale job related programs for older adults could be worked out and their

concomitant training and educational implications thought through. Neither the programs nor the training are in place today.

No workable analysis of the job training problem can be confined to the 62 and over group which is the sharp focus of our investigations in the past year. Lifting sights to include the group aged fifty and up is essential. Then the spotlight shifts right back to the workplace and to the employers of America, both public and private. What can be done to alleviate the unacceptable circumstances of older workers, both for their benefit and for the welfare of the nation? Progress will involve many subtle and pervasive changes in such engulfing matters as: social security and other public benefits; enforcement of age discrimination laws; viability and portability aspects of private pensions; changes in the structure of work routines, especially in flexible time scheduling and loosening fanatical adherence to eight hour days and the notion of full-time employment; changes in attitudes in employers, fellow workers and in the older workers themselves.

Critically important is finding some way for other institutions to share responsibility with the employers, for many who are willing, even eager, to make feasible adjustments are frozen into inaction lest they alone be saddled with engulfing and open-ended sole responsibility for the welfare of their workers even after retirement.

Educational agencies may play a vital role in retraining for second careers and in the development of truly meaningful pre-retirement training. The educator who works and thinks through all these challenging problems will soon see possible actions fall out of the present confusion. We commend to your attention the analytical and penetrating reports of Harold Sheppard and colleagues of the W.E. Upjohn Institute listed in the 6500 section of the bibliography and to the journal, *Industrial Gerontology*, published by the National Council of the Aging.

Despite the "62 and over or retired" call in the questionnaire, some 400 pre-retirement programs were reported, indicating the whirlwind of current interest in this area.

V. WHO PROVIDES THE LEARNING OPPORTUNITIES?

If we believe that 20,000,000 older people in America can solve problems and expand their personal lives primarily through their own efforts, then mobilizing resources for learning must be a central purpose. It is true, unhappily, that some older people are so handicapped by poverty, physical disabilities or other afflictions that they cannot succeed without substantial direct help. The vast majority, however, proceed largely through their own capacities for adjustment and independent living. Even the reinforcements and benign social interventions should be in a form that strengthens these native capacities. This generation of older Americans has learned and relearned life styles through several major wars, a harrowing depression, the terror of possible nuclear destruction, upheavals in social values and disruptions of family relations. They need not be daunted by our current troubles.

How can the education-giving institutions of American society help these older citizens obtain the information and the learning opportunities required to face their present challenges? We have discovered in phase one of this investigation a high awareness of the learning needs of the older population, evoked by their own growing articulateness and by the formulations of the White House Conference on Aging. We see also many educators eager to move into action to meet these needs and to commit time, talent and financial resources to the task. Some 3500 learning programs were reported from a host of agencies, using many methods and covering many subjects and purposes. Almost 50% of these agencies report plans for increased effort.

To encourage this development, spreading in communities across the nation, we need to understand the nature and purposes of the various agencies and the conditions under which they can most easily maximize their contribution. Each is an instrument admirably suited to some purposes but relatively unless for many others. Each has some capacity to change, to adjust its work to new audiences, but each has clear limitations. The schools and higher education, the libraries and museums, business and industry, voluntary associations, many others – all must play an important and appropriate role in increasing learning opportunities for older adults, while many new community agencies never before involved in the education or training of adults can be brought into the effort.

We remind the reader that these 3500 programs (Tabulation 1) do not represent a scientific sampling of all conceivable learning opportunities. That is neither possible nor was it our intent. We focused in phase one on the agencies with some presumed wide capacity to provide general learning programs

to the 95% of the older adult population living out in the community. Thus, we did not survey the nursing homes, retirement homes or the health and welfare agencies most directly serving the most handicapped older adults. Some of these have strayed into the survey, enough to give a glimpse of their activities, but it is only a glimpse. These agencies, because of their deep and constant contact with the most dependent older people, now and in the future will bear the chief responsibility for learning in that group, drawing as they need on the resources of more general learning agencies.

Some generalizations may be made about the main body of responding programs. Question seven confirms our view that, by and large, they are best equipped to serve those who have some initial foothold in learning and some ability to seek out and exploit opportunities in the community. Relatively few serve extensively the following special groups where providing meaningful learning is an especially challenging task: the very old, those 75 and over; men, who for some reason seem less interested in educational programs; the very poor; the severely disabled; those with reading and basic education deficits; minority groups. There are exceptions in every case, pioneering programs in the schools, colleges and many other agencies which deserve follow-up study.

Many educators will be troubled that those who most need help do not loom larger in our services. Many will re-double efforts for this group. They should be encouraged and their efforts closely watched for innovations with application in other places. However, we should not expect the agencies which traditionally serve the main body of "middle class" America to be the leaders in the specialized, extremely demanding work of providing meaningful learning for non-traditional audiences. We must accept, painful as it is, that we have not in the past been successful in similar efforts for other population groups, e.g., the functionally illiterate and those most desperately in need of survival job training. This must not be regarded as failure. Other agencies and mechanisms (which we all must aid and encourage), many of them not yet invented, can and must serve these needs better.

Most learning programs are either free or very moderate in cost. Therefore, we have not made sub-tabulations on this matter for each agency. Higher education and a few private commercial schools are the only important exceptions and we see this barrier rapidly falling in the community college and universities as they introduce free or reduced tuition.

In general, though distinctive melds of subjects and purposes can be detected in various agencies, there is a running similarity in the major program

areas across all the agencies. We believe this reflects the initial phases of program development, with each agency turning its attention to the areas of health, consumer education, recreation and others immediately perceived as the central concerns of the older population. In part, it reflects the breadth of the subject categories we supplied in this first overview study, since almost every agency does something which may relate to most of the categories.

Is there any way of grouping the agencies to bring out similarities meaningful to program planning or in developing supporting services? Perhaps the ideal agency for helping older adults to learn would be one, non-existent at the moment (though notice the AARP's Institutes of Lifelong Learning), with a central mission in learning and a focused concern with this population and the problems most salient to it. Consider the following groups: (1) formal education – the schools, universities and community colleges, primarily educational but with little concern thus far with the particular audience; (2) learning related agencies – Cooperative Extension, libraries, museums and recreational agencies, skilled in activities with learning potential but not primarily responsible to the older populace; (3) community agencies – the host of other agencies with potential in this field because of concern with a problem (e.g., health, safety, consumerism, etc.) important to the older audience but with education as a secondary or instrumental purpose.

VI. THE EDUCATIONAL AGENCIES: SCHOOLS, UNIVERSITIES, COMMUNITY COLLEGES

The "formal" education agencies have some common characteristics which suggest their present and future importance in serving the learning needs of older adults: central focus on learning; wide resources of knowledge cutting across all subjects; large cadres of teachers and learning organizers; familiar methods; public understanding and acceptance; identified channels to public finance; geographical dispersion; vast physical plants; others.

There is clear evidence both in their program efforts and in their expressions of interest that these agencies can play a rapidly increasing role. Furthermore, recent years have brought to this hard-pressed group some easing of the financial and staff constraints so burdensome in most of the post-war period. Some resources are freeing-up for new work. There is a new interest in community service, in some cases an active looking for "new markets." These are promising circumstances which may be turned to the benefit of older Americans very quickly.

School systems. Tabulation 2 provides information about the 600 responding school systems. Is this a large response to a questionnaire sent to the chief administrative officers of about 12,000 systems? This is an ink-blot question. Considering that the vast majority of school systems are too small or too dispersed to have any adult education at all, this seems to me a promising indication of interest and concern, but in view of the numbers of older people and the urgency of their need, how sad it is that more schools are not doing more.

The schools are, of course, overwhelmingly publically supported, but four percent are private. Church related schools have historically been active in adult education; we may expect their participation in work with older adults.

About 60% of the programs serve 50 or fewer learners which must usually represent only one, two or a few classes for older people. Another 33 percent are in the 50-500 range, but a few programs serve many more older adults. It is difficult in these data and throughout the survey to be certain how much of the program is *especially* for older adults and how much is general participation of older adults in the regular programs of adult education. Some respondents specifically noted that they were reporting the latter; some stated that as a matter of principle they would not label any part of their work for "older" people. Though 65% of the public school educators believe that older people learn better with members of their own group, 25% do *not* believe this and 11% are not sure.

Not many older adults in the minority, poverty and handicapped group are served, though poor readers in many classes reflect the adult basic education programs in the public schools.

Regular or short courses are the standard method, but a surprising variety of others are used: lectures and film series, field trips, provision of books and materials, a few radio programs and an amazing 33% report individual instruction in one form or another. School buildings are the most common location, but many activities are carried out in community centers, churches and other public places.

Two-thirds of the programs are operated by one professional or, usually, a part-time person. About half have used volunteers with satisfactory results.

Local tax support and modest fees support most of the programs. A few, but not many, schools provide some supporting services: counselling, social activities, transportation. Other community agencies sometimes provide meeting facilities and publicity, but the school programs are largely operated by their wn resources.

Chief problems: finance, lack of support services (transportation is a constant complaint in all agencies), staff shortages; others. Lack of interest is noted by 42% and difficulty in locating and contacting audience by 28%.

Chief subject areas: hobby and recreation; basic education; high school and other academic courses; esthetic appreciation; consumer education. Fifty-one percent have initiated new work for this audience in the past year. Many subjects are noted where new or added effort is needed, with consumer education most often mentioned.

Community colleges. About 360 community colleges report courses and programs for older adults. Tabulation 3. About one-half these programs involve 100 or less students, bu 18% serve 500 or more. In some cases these are estimates of older adults in the sometimes elaborate evening and extension programs, as well as those in activities especially designed for the later years. Are there really 36 community colleges with over 1000 adults aged 62 and over? These can only be reports of city-wide or state-wide systems.

New work was instigated in the past twelve months by 72%. All meetings on education for older adults during the past year have been dominated by the community college educators, many describing complex and ambitious programs, often ranging far afield from the staple learning in a classroom. Some aspire to become the central planning and coordinating agency for all services to the

elderly in their areas. I conclude that interest is high and the action impulse strong in the community college world.

This is the agency which, along with university extension, brings higher education to the hinterlands. About 45% report "rural and small town" as the chief service area; about one-third are located in population areas of 50,000 or less. Overwhelmingly they are publically supported from state and local sources, supplemented by tuition and fees, but 23% report some funds from national sources. Demonstration projects of the Administration on Aging Title III support some of the most innovative programs. Community colleges, like almost every other agency, note donated services and the work of volunteers as a significant source of support.

Some community colleges make determined efforts to serve disadvantaged populations, especially in some large cities. In a few states the community college system has designated responsibility for the adult basic education programs. Nonetheless, basically this institution serves an upwardly mobile middle class clientele.

Short courses, the abbreviated and simplified adaptations of academic work with weekly meetings over a four or six week period (typically), are the most often used method, but many others are popular: discussion groups, lecture and film series, one day meetings and workshops. There are interesting leads for follow-up: what form does the "individual instruction" take reported by 24% (i.e., 86 colleges); what are the radio programs reported by 22 colleges?

Many off-campus locations are used: community centers, churches, libraries and others.

Other services to the elderly are sometimes provided: counseling, newsletters, even transportation (15%) and meals (10%).

Chief program areas: hobbies and recreation, academic courses, basic education, esthetic appreciation, consumer and health related subjects.

Problems: finance, lack of supporting services (especially transportation), shortage of trained staff, locating and interesting the audience.

Universities and state colleges. Tabulation 4. About 350 institutions of higher education reported learning programs for persons in the later years. Some state-wide systems estimate more than 1000 older learners, but about two-thirds of the programs serve 100 or less. Although about 70% of these institutions are located in cities of 50,000 or over, one-third report "rural and small town" as their chief service area – university extension carrying out

knowledge to the people of the state. Forty-two percent are private universities and it is largely the evening college work of urban universities being reported by this group.

These two major wings of university adult education have traditionally provided the chief access to university resources for adults who are not matriculated in campus degree programs. Though they are close relatives, styles of operation differ to some extent: regular credit courses, often in degree programs, are somewhat more prevalent in the urban evening colleges; extension typically uses a greater variety of learning formats and more often works in off-campus locations in communities around the state; extension is largely publically supported while evening colleges are more dependent on student fees.

Regular college credit courses, taught at convenient hours and locations, often by the same faculty member who teachers undergraduates during the day, are important in most of these programs. Some, but not many, older adults enroll, usually because the course is available or they are interested in the subject matter rather than from any degree motivation. Some adults definitely prefer "regular" credit courses, assuming that they are more challenging or worthwhile.

Many more older adults, however, participate in the extensive array of non-credit courses and activities which re-package university level learning in attractive ways suited to their needs and interests. Though courses or "short courses" predominate, conferences, lecture and film series, correspondence study and other forms of learning are often available. In a large program, the range of subjects is impressive. In large urban centers, highly specialized learning interest canbe served. Day-time clases open opportunity to older adults who often do not like to venture out at night. "Day at night" has become "night at day" in many programs in recent years, a boon to women and older people.

Cost is reported as an important problem by 41%; 46% report tuition and fees as a chief income source. This barrier is falling rapidly in the public institutions and in some private universities as reduced tuition plans, though sometimes hedged with various restrictions, prove a blessing to some older adults. Some plans include reduced admission to concerts, lectures, sporting events and other activities. About 50 older applicants appeared when one large midwestern university with total enrollment of about 15,000 announced its free tuition plan. Some oldsters, avid for higher learning, but not many, will benefit from these plans.

Let us consider another innovation which will in due course have far greater implictions for this audience. It is the "open university" idea, the revolutionary development in American education.

For decades it has been apparent that adults can learn by a wide variety of methods and that many, indeed most, adults do learn throughout their lives. If they failed for one or another reason to obtain a degree at the "proper" time, why should this new learning not count toward completion of the degree in later life? Why should they be required to spend a year "in residence" or labor through some specified number of hours in the classroom? Inspired by the External Degree of the University of London and by experimental programs at Brooklyn College, the University of Oklahoma, and elsewhere, equation of learning with course requirements and programs for closely supervised independent learning have taken a firm foothold in higher education.

Consider now what that means to women, for example, who often cannot take a year off for campus residence though they may easily manage the short residential periods in most current programs. Or, to military personnel, for another example, where the pressure to bring the officer corps to degree level is great. Or, for that matter to any who need or want degrees but cannot take a year from gainful employment. These "non-traditional" programs have now spread like prairie fire.

How can we account for this innovative behavior in society's most conservative institution, locked in what Reisman called the "snake dance of American higher education" in which every college saw Harvard and the University of Chicago as the only models of excellence? Exponential escalation of costs in higher education as increased numbers flooded the campuses in the post-war period is the basic moving force. Demonstrated quality in the experimental programs and the realization that they need not threaten the core functions of research and scholarship. Shortages of faculty and facilities. Demand from citizens no longer to be denied. Finally, the emergence of so many new universities and state colleges and the recognition that many models of excellence are possible and necessary.

Currently these "open" programs are concentrated on the first college degree. This has inherently only a limited appeal to older adults, those 62 and over, though of high consequence in the middle aged population. The Commission on Non-Traditional Study reports very few older people in these programs. Gradually this new approach will spread through other degree programs. Still not many old people will be much affected.

There is nothing whatever in the methods of these programs which in any way limits them to degree purposes. It is apparent that *anything* universities may want to teach can easily be presented through the same means. Nor is there anything whatsoever limiting such work to university level. In

every community across the nation exists a maze of learning opportunities presented by a battery of agencies, only a few of which are mentioned in this report. Correspondence study, conferences and institutes, guided reading, travel study and numerous other methods have been tested and proved in adult education programs for decades.

How can all these opportunities be assembled into some orderly and intelligible "program" which can be understood and used by anyone who cares to continue learning anything for any purpose throughout the life-span? The block to progress at the moment is the almost infinite variety, transient nature and invisibility of the many opportunities. There is simply no way to find the right program at the right time though it may exist around the block.

Common sense will not tolerate this as an insurmountable obstacle.

The seeds of solution are emerging. For example, a recent comprehensive examination of post-secondary education in the state of Massachusetts proposes an "open learning network" of colleges allied with many other learning-related agencies, with counseling centers in every community to assess learning needs and fit programs to students. The public library may become the resource center for learning materials in this network. Learning will be radically more available, more efficient and drastically less expensive. Various forms of financial assistance from public or private sources may support those most in need.

The potential benefits of such a system to older adults eclipse all present programs. It is in fact an escalated development of all present programs. Who will ensure that the needs of older citizens are fully taken into account in the development of such plans? This is the responsibility of those elderly-serving agencies most intimately related to and best understanding the learning needs of the older people, for they can explain and interpret these needs to the rest of us.

Meanwhile, the extension and evening college programs in higher education remain the significant point of access for the present generation of older adults. These are creative and innovative programs, highly open to suggestions and demands. New learning activities are under way, some supported by Title I of the Higher Education Act which seeks to encourage university-community involvement.

In many institutions we observe the protracted process at work by which universities seek faculty commitment from many departments to develop long-range plans for profound engagement of university resources with the unfolding

lives of older people. In some states consortia of all universities, public and private, are forming to rationalize and coordinate effort. In some cases direct service to the elderly is becoming a laboratory and testing ground for improving the other major functions of universities in the field of gerontology – basic research, the preparation of workers in many disciplines for working with the older population, and continuing education in the professions.

VII. LEARNING-RELATED AGENCIES

Let us now consider another group of agencies with potential for helping older adults to learn: the Cooperative Extension Service; the public library system; the museums; the parks and recreational centers. Each has a vast system of existing arrangements easily turned to the service of the older population. In each we have found articulate awareness of the needs and powerful movements to open up present programs and to create new opportunities for the many older people with whom these agencies daily come in contact. Learning or education is a conscious collateral purpose in these agencies, but, with many interesting exceptions, they seldom try to work in the style of the formal educational system where *organized* learning is a central mission.

I do not want to belabor the matter of "classifying" the host of institutions and agencies in American society which must be brought into the service of older adult learning needs. Our immediate purpose should be to encourage everyone to do more of whatever he can do. Long experience shows, however, that this fullest effort will fall short, will fray out at the community level and fail of meaningful impact in the daily lives of many most in need. Therefore, we need to understand the varying "styles" in a wide range of agencies to find new mechanisms for working together at community level.

Despite all splendid effort, this has never been accomplished in the history of American adult education. Ultimately, the elderly-serving agencies, those in closest and most persistent contact with older people, must help us find new ways to mobilize all learning-related resources for maximum benefit. It matters very much, then, that these elderly-serving agencies, especially the emerging state and local commissions and area planning agencies, grasp the complexiity of the adult education mechanisms in their communities. Resources can easily be overlooked in many agencies never thought of as "educational." All effort should be mutually reinforcing.

Is all this obvious? Certainly not. Not in practice in the local communities where it matters.

Let us not quibble either about the sorting of particular agencies. Many Extension workers feel their agency is entirely and directly educational in all its efforts; some museums and park districts may think they are more akin to the "community agency" category and wonder that I regard them as having some central mission in general adult education. No matter. What strikes me as the common characteristics, shared in one or another degree and significant in program planning are: nation-wide facilities and resources in place in almost

every community; general effort cutting across subject areas; routine, established clientele among older people; developed professions with the usual array of communication and leadership mechanisms; public support for the most part; at least some general acceptance of learning or education as a collateral goal; eagerness to help older people.

Cooperative Extension Service. Tabulation 5. Almost 900 Cooperative Extension Agencies responded to the questionnaire from some 5,900 sent out. This response has no sampling validity, as none do in this survey. Some cannot respond because it is policy in some states that time should not be taken with such matters; other responses represent a summary of state-wide effort; the home economists were overwhelmingly more responsive than their male counterparts. However, it is abundantly clear that this "grandfather" of adult education organizations has a major role in helping older Americans.

The Cooperative Extension Service (CES) is no longer just agricultural extension, home demonstration agents and 4-H clubs, but rather a multi-purpose form of technical assistance, personal and community development, and education operating in all 3200 counties of the nation, urban as well as rural. Its major thrust, however, is still in its traditional geographical and subject areas. "Cooperative" in the title refers to the unique blend of local, state and national support. CES is linked to the land-grant universities through cadres of specialists on universities' faculties and in the experiment stations. Its activities throughout each state are related with varying degrees of closeness to those of general university extension, with this coordination growing more meaningful in recent years. Nonetheless, CES is not a university operation primarily. Its roots are firm in the counties and local communities; its mechanisms for setting priorities work up from the grass roots in a model process of program planning.

Though active in cities, with about 30% of the programs located in places of 50,000 or over, about 89% of CES respondents note rural and small town areas as the place where most offerings take place. Despite its pervasive outreach and despite all effort, CES still does not serve large proportions of minority and poverty afflicted populations or those with serious reading problems or physical disabilities. There are, however, model programs serving all these groups.

CES tends to serve larger groups than almost any other reporting agency, almost 70% reporting 100 or more older adults. This is, in part, a function of the wide variety of methods used. Though short courses, discussion groups, film groups and lectures are used, CES features meetings (81%), personal

contact through home visits (76%) and mass communication related techniques such as radio (49%) and information bulletins (14%).

Overwhelmingly CES activities are held out in the community in homes, church basements, community centers and other public buildings.

Service to the elderly is still largely the part-time responsibility of one professional person, though large programs have more professionals and volunteers are heavily used. Probably no agency in American life knows better how to mobilize volunteer effort. About 85% of the programs use volunteers directly in the programs for older people and these are most often members of the group itself. In addition, many older volunteers serve in youth-related programs. It is estimated that about 15% to 20% of the 4-H club leaders are persons over 62. Special training for leaders in this age group has been considered, but largely rejected by the local administrators who feel such segregated training would serve no useful purpose and might discourage participation instead.

Especially in rural areas, CES is a pervasive influence. It carries on many other activities for older adults, especially information services. Only 15% report little help from other agencies; an unusually high 73% think they know fairly well what other agencies are doing for the older group; financial support is diversified.

Chief problems: shortage of trained staff (51%), finance (44%), transportation (43%), lack of suitable materials (24%).

In keeping with traditional Extension practices and beliefs, 78% think older people are primarily interested in matters directly related to daily life and 73% think independent study methods can be effective. Nonetheless, sizable numbers find locating or interesting the audience a major problem.

Where is effort concentrated? Heavily in consumer education and nutrition (86%), other home and family life (63%), health (49%), hobbies and recreation (55%). There are scatterings of programs in all other areas except community and world affairs which seems to be surprisingly neglected. New work is needed mostly in the present fields of concentration, according to most respondents. More job-related training is of interest to 23%, while less than 10% now work in that area. CES respondents, like all others, think (only 10% disagree) that employers will not hire older people anyhow.

Relatively fewer CES respondents than those in several other agencies agree that reading problems are important to their clientele and very little

basic education (4%) is provided to very few people. In some states there is an agreed on "division of labor" in which the school systems (occasionally the community colleges) have been assigned this mission, sometimes as a function of the mechanisms for dispensing federal support to this work. Considering the talent of CES in mobilizing and training volunteers and its ability to reach into the homes of its clients, the very qualities needed for significant reading help to many older adults, how wise can these measures be?

Public Libraries. Tabulation 6. Libraries across the nation are everyday serving large numbers of older adults with traditional, familiar activities – the circulation of books from organized collections and various information and reference services. Library collections in the post-war period have moved heavily to non-fiction and we must not overlook that stories and poems are often ideal learning materials. For pursuing any interest *in depth* there is no substitute anywhere in society for organized collections of carefully selected books, the stock-in-trade of the American public library. Films, pictures, recordings, large print books and many other specialized materials are also often available, sometimes even in small communities through county and state extension networks. The patron controls the process, seeking help as needed. Most city libraries are strategically located, usually no more than a mile from any point, with special "deposit" collections in many other places which cannot support a full-service branch library. Libraries are usually calm and hospitable places. For some learning needs these services are the most appropriate and economical answer. They are overwhelmingly the most important way in which libraries serve the older population.

Probably the second most important service lies in "extending" the basic pattern to audiences that cannot come to the library. Partly this is material provision in remote locations through county and regional libraries; partly it is service to various shut-in groups, sometimes on an individual basis, and to nursing homes, hospitals and other institutions with many older residents. Often these outposts are operated by the older people themselves.

Some libraries have developed an array of special services for older people including: separate collections or rooms; use of senior citizens as paid or voluntary workers in the library; a wide range of book talks, discussion groups, films series and other group activities. A few report classes and individual tutoring.

Still others are experimenting with plans to make the library the central community clearinghouse on cultural and welfare services, with follow-up mechanisms to ensure that referrals to other agencies do not get lost. This, of

course, requires close cooperation of many community organizations, but the potential benefits to the elderly are apparent.

In other cities the public library is gearing up to become the provider of resources in the "open university" or learning network plans mentioned in the section on higher education. If these embryonic plans develop into the effective mechanisms we have predicted, a library role of high consequence will emerge which in due course will aid many older adult learners.

An interesting dissertation by Elliott Kanner (8200, K16) shows, by counting references in the professional literature, how library interest in the aging has flourished and ebbed at different periods. In the fifties and early sixties gerontological concepts were frequently found in the literature, with a remarkable proportion of the references to one book, a practical volume by Wilma Donohue which had wide influence here and in other parts of the adult education world and is still a standard reference after 25 years of service. These references almost disappeared in the late sixties as libraries turned their attention to helping the poverty related programs which never focused effectively on the problems of poor old people.

Attention has come flooding back in recent years, however, as the library profession renews its commitment to the needs of the elderly. With the aid of federal library programs, many activities for "special target groups" are reported in a document from the Systems Development Corporation (8200, S987). The main movement noted is in extension to nursing, retirement and other places where older people are the chief residents, though a few programs are aimed at the general population of elderly living in the community. Several experiments seek to bring these general community residents into contact with the segregated residents. Finally, there is a recent report edited by Eleanor Phinney (8200, P378) reviewing the entire effort of the library profession, its involvement in the White House Conference and the results of a 1971 survey by the Cleveland Public Libarary.

These documents provide the best account of activities in any agency we have studied.

Is there a role for the many academic and special libraries in service to the aging? Certainly there are many, in support of the work in their universities, business companies, government agencies and other enterprises. Also their resources are more often than ever before available through cooperative arrangement with public libraries.

However, like others, we assume that the public libraries with county, regional and other back-up extension supports are likely most directly to meet

the needs of older adults in the community. We confined our survey to libraries in cities above 25,000 and to state, county, and regional libraries. Some 190 responses were received from approximately 2200 of these. Since we asked all respondents to pass on the questionnaire to others if they had nothing to report, we assume that the sprinkling of reports from small libraries came through this process. There are still a few, more than most people realize, general libraries that are privately supported, the "forefather" agency from which the public library movement emerged. However, 97% of those reporting are publically supported. Though 85% of those reporting are located in cities of 25,000 or above, about 35% of the service is in rural and small town areas, a clear sign of the extension movement into rural areas.

About two-thirds serve 100 or more older adults, reflecting the nature of the service and, of course, the fact that we aimed the questionnaire at the larger libraries. Persons with slightly disabling health problems and those living in institutions for the elderly clearly loom larger in the library data than in most of the other agencies. By and large, however, the library, like most other agencies surveyed, is serving a traditional middle class clientele. Almost by definition it requires some reading ability and some personal resourcefulness to seek out and use libraries effectively.

The programs are supported largely by the basic library budget, though state and federal programs sometimes reinforce this support. Mostly the programs are in public buildings (80%), presumably the library itself in most cases. There are few other services provided, though social events are noted by 23% and information and newsletters by 16%.

The part-time of one professional person is the usual staff provision, though some programs use more. Volunteers are heavily involved (71%). Many ways of using library volunteers are noted in the literature and in the questionnaires. This may be one of the most important benefits.

Libraries report the usual forms of outside assistance: meeting rooms and publicity. Also the usual problems: finance (66%), lack of trained staff (48%), lack of supporting services (32%) and problems in locating and interesting the audience.

Hobbies and recreation, esthetic appreciation, consumer education and health are the most often mentioned subject areas. About 53% note new service to older adults in the past year. Almost all suggest areas where even more work is needed, with emphasis on consumer education, health, esthetic appreciation and recreation.

Basic education is important in 26% of the reporting programs, reflecting library interest in reading problems. Some libraries provide materials for literacy classes and many stock them for individual use. A few conduct reading development classes or learning laboratories, while others serve as mobilizing centers for Laubach and other voluntary literacy tutoring activities which many observers think might easily be greatly extended. Librarians are noticeably more alert to reading handicaps, with 70% agreeing that this is an important problem for many elder people. It is also a concern for which the librarians feel a "close to home" responsibility.

In other responses to the "public opinion" items in question 20, librarians differ little from most other respondents. They are less likely to believe that older adults learn better with their own age group and more certain than most that older people have employment problems.

Museums. Some 4500 museums received questionnaires but failure to provide an item for this group in question 3 makes it impossible to extract data from the several hundred responses. Belatedly we began to flag the museum responses by hand and we have looked through these questionnaires so that some general impressions can be given. Museums are, even in their narrowest custodial form, inherently learning-related activities. Their purpose range from esoteric and scholarly to flamboyantly "popular". Many, perhaps most, clearly regard their work as educational in purpose. Many operate associated art schools; others extend their work through planned programs in the public school systems.

Few of our museum respondents report activities explicitly designed for the older population, but many note that this group is heavily served in all programs. Many use older adults extensively as docents, guides, demonstrators, lecturers or in other teaching roles. Most reporting museums are working in the arts and crafts, fine arts or in local or county historical socities, but a museum exists somewhere for any imaginable subject.

In addition to the basic purpose of exhibiting, these other special activities are most often mentioned: research libraries; seminars, lectures, gallery talks, film series; art shows; craft days for demonstrating various arts and crafts; "teacher's boxes" and other forms of packaged materials for circulation to schools; tours, walks and field trips to exhibit flowers, plants, trees, gardens, restored houses; publications of various kinds; stores and other forms of sale of product; individual instruction.

Most of the museum respondents are in relatively small institutions. We sense that there is something of a boom in preserving and demonstrating arts

and crafts, especially those about to become extinct in modern society. A similar current interest is in the preservation of historic homes and buildings. Many have affiliated Societies and other voluntary organizations, often engaged in community planning and development. Though most are small, some are large, serving millions of visitors from around the world, e.g., the Museum of Science and Industry in Chicago which I regard as the most remarkable adult education institution in the nation, an inexhaustible store of knowledge about all aspects of science and American industry, constantly changing, prodigiously ingenious in making learning attractive.

Museums differ from the other agencies in this group in being more dependent on private sources of support from contributions, though many are public and most receive support in the form of tax exemptions. Museum services however are typically free or low cost.

Parks and recreation. About 150 park and recreation agencies, almost exclusively public, responded from a mailing list of members of the National Park and Recreation Bureau. Tabulation 7.

About 73% are located in cities of 25,000 and over; most service is in city or suburban locations. The active programs reach sizable numbers of older people, with 68% reporting over 100 participants, but relatively little representation of minority groups, poor people, the handicapped or poor readers.

Part-time professional guidance is typical with volunteers assisting in 78% of the programs. Relatively little assistance is provided by other community organizations. Funds come from park budgets, supplemented by some small fees and much donated service.

Park personnel share the prevailing opinions on the items in question 20. They report the usual problems: finance, lack of trained staff, lack of supporting services, fees.

The substance of the learning programs, their form and methods are far more diversified than the layman observer would expect. Sixty-six percent operate Centers or clubs; 36% provide transportation and 20% provide meals. There is heavy emphasis on hobbies, recreation, and field trips, but courses, discussion and film series, meetings and information newsletters are common. The range of subjects is equally wide: esthetic appreciation (36%), health (26%), and consumer education (26%) follow hobbies in popularity. All other subjects can be found, even basic education (10%).

Sixty-one percent have initiated new programs in the past year; all suggest one or several areas where new work is needed.

Park and recreation departments are quite plausible bases for Senior Centers and clubs which diversify the learning programs into the pattern typical of that group.

VIII. OTHER COMMUNITY AGENCIES

About 545 questionnaires were received from the following categories of question 3: health and mental health agencies; hospitals; nursing homes; social and welfare agencies; religious organizations; unions; business; mass media; voluntary and fraternal organizations; trade and technical schools; correspondence schools; other. Tabulation 8.

The responses came from the following mailings: (1) about 3,000 members (a one-third sample) of the American Society for Training and Development, the industrial trainers in business, industry and, increasingly, in many health, community development and government agencies; (2) about 325 members of the National Association of Trade and Technical Schools, the private vocational schools run for profit; (3) members of the Gerontological Society (about 5,000) which includes researchers and professionals concerned with all aspects of aging, scattered in many agencies; (4) members (approximately 6,000) of the Adult Education Association of the U.S.A. and various of its state affiliates; and (5) consumer protection agencies and other small lists thought to be potentially useful.

Obviously, the way we have obtained these responses does not allow any conclusions about the bulk or ultimate significance of the work in any of these agencies. Rather, the procedure simply cast a wide net which we think has captured some samples of most kinds of programs currently being offered and some representation from almost every agency with any significant present involvement.

About one-half are privately supported, noticeably more active in large, especially in the largest, cities but working nonetheless in all geographical areas.

Not often large in number of older persons served. Usually free or inexpensive. Widely scattered around the local community in both public and private facilities.

Likely to be operated by a part-time professional. Massive use of volunteers.

Providing a wide range of services in addition to education.

Working largely by their own effort, with relatively little assistance from other agencies.

These programs include a sprinkling intended primarily for minority or poverty groups, the handicapped or the institutionalized. There are even a few

reaching high proportions of men. Here also are a number of reading and basic education programs in *non-school* agencies. Many of them are likely to be unusual innovative efforts.

We have noted the similarity in subjects of study across all sponsoring agencies. In this group, however, are quite a number of social action training programs, many job-related activities, even some high school and college academic work sponsored by non-school agencies. That these are non-school programs widely scattered in the community perhaps relates to the greater acceptance of the idea that older adults can learn through independent study. By and large, however, feelings about the statements in question twenty seem quite similar in all the groups we have examined.

What are these agencies? They are too diverse for adequate summary, but the following have important future roles and visible signs of present involvement. Later reports will describe some of the model programs; here we will only try to suggest the kinds of potential which are most apparent or to point out obstacles to their development.

Churches and religious organizations. If the 329,000 churches and synagogues in America had been surveyed, we believe their combined efforts easily make this the most active institution providing learning opportunities to older adults. Millions of older people are active church members, with millions more participating through radio and television extension of church services. The basic program regularly reaching the greatest numbers if the weekly study programs common in almost every denomination, working through prepared lessons used throughout the entire denomination. Inspection of materials and information from denominational education directors assures us that these lessons are seldom confined to the technical beliefs or dogmas of the particular religions, but rather are broad moral or spiritual teachings with potential application in many parts of life. In addition, many pastors, without ever using the word "education," organize discussion groups around the weekly sermon which may relate to any topic of current or perennial interest.

Many churches and church-related societies provide other services explicitly for the older members, operate clubs and Senior Centers, participate in the nutrition programs of Title VII of the Older Americans Act, and even serve in some cases as the area planning agencies to develop and coordinate all work with the elderly. Much of this work is done in collaboration with other community organizations and all of it is mediated through the personal relations that grow, often over a long period of time, in the local church community, a powerful reinforcement in any learning situation.

Mass media. The saturation effect of the mass media in all parts of American life extends to the older population. There is no precise line in the daily lives of most people between information and organized learning or education; it is a continuum in which all separation is arbitrary. There is every reason to believe that closer cooperation between the media, the educational community and the elderly-serving agencies can lead to wide and powerful learning opportunities, in many cases the only ones that will be available to many older adults. There are many models in current newspaper, periodical, television and radio activities.

Several roles can be distinguished. 1. Helping all Americans of all ages to a better understanding of aging. There is evidence of a growing recognition of this role in the general content of the media and projects under way to help the media in this task. 2. Informational and educational presentations on problems important to all ages. 3. Programming especially aimed at older adults. 4. Use of mass media techniques in the training of workers for the aging.

Programs explicitly for the older population are most often found at the local, sometimes the state level. The most common format is radio, heavily used by Cooperative Extension and with some use reported by almost every respondent in the current survey, almost 600 examples in all. About 300 agencies report educational television programs for older adults. Over 100 examples occur using commercial television and another 100 using cable television systems. These need follow-up to get a more detailed picture of what is being done and what materials have accumulated of potential use in other localities. Our discussions with many active in this work suggest that it is largely local, with the program content ranging from simple publicity or informational announcements to on-going regular programs aimed at the elderly population and, in some cases, produced by the older adults themselves as projects of their Senior Centers, churches, local schools, university or Cooperative Extension.

Techniques for melding mass communication with feedback and personal interaction for learning are highly developed. The phone-in talk shows so popular on local AM radio are an example. Most educational television stations have liaison with many local community organizations, enabling them to mobilize "listening posts," neighborhood groups who watch a presentation, then send in their questions, comments and reactions to the local station for consideration by a panel in the studio. In a recent example on major health problems the first hour was nationally produced, followed by a thirty-minute application to local conditions with telephone switchboards for further interaction. This is a powerful educational device.

The educational revolution which has already taken place will only be fully revealed when the embryonic cable television industry has matured. Care has been taken to anchor in responsibilities for local community service and participation. However, the systems now operational, for the most part in small towns and rural areas, have meager resources for producing the programs for this service. Therefore, in many systems any community group with enough skill and initiative may use the system. Local schools, community colleges, extension and others are doing so, sometimes with programs aimed at the older population.

Business and industry. There is little evidence that American employers are providing much help to their retired workers with learning needs. For example, from mailings to about 3,000 members (a one-third sample) of the American Society for Training and Development, the "industrial trainers" in business, industry and, increasingly, in health, community development and other employers, we received 13 responses from business employers. Previous program surveys in business and industry have accepted statements that work is being done when, in fact, it amounts to little more than an interview to explain the pension plan or keeping the retiree on the mailing list for the company magazine. Some of the programs, however, those repeatedly described in the literature, are real and significant, often based on pre-retirement projects developed at the Universities of Chicago and Michigan and in use for many years.

The reasons for this inaction on such a vital matter are complex, structured into attitudes and habits of the workplace, and emotion laden. Employers are deeply interested in solving these problems, as we have suggested in the section on job-related training. The key to unfreezing their concern and moving to action is the collaborative assumption of responsibility by unions and many other agencies in society.

This is happening. Almost all of the 400 pre-retirement programs reported are from agencies which are not the employers of the participants. Consider, also, that these reports came in a survey concerned with the learning *after* retirement. Retirement planning is clearly the area of most rapid current development in the education for aging field. In the AARP and elsewhere are models national in scope, some working from a television base. Most activities, however, if we can judge from the program announcements and materials submitted by our respondents, are brief, meager, and stereotyped in content.

"Preparation for retirement" is a narrow conceptualization of learning needs in the middle years. Various learning during those years is going on daily in every life, some of it related to family (*e.g.*, learning to live happily

with children no longer in the home) or to community concerns. Many other learning experiences, however, are inextricably job-related, whether well planned and intentional or the uncomprehending by-product of inaction. Some are unpleasant, failing experiences as we know from the numbers "forced" to early retirement, but others are entirely benign, enabling workers to find new work roles which often prolong their careers. Moreover, this is always collective learning as all workers find new ways of viewing the older members of their group and the means by which aging is handled in plant, shop or office. How are the staple subjects of pre-retirement training to be meshed with these vastly more important learnings which determine attitudes and behavior over the long years preceding retirement?

In this process labor unions will have a leading role. There are models in the UAW-Chrysler Corporation joint pre-retirement programs and in other companies. There is a growing movement, perhaps modeled on the National Retired Teachers Association, to form groups based on profession, vocation or union membership, *e.g.*, the National Association of Retired and Veteran Railway Employees. These may take up many services, including education and recreation. In addition to such matters as lobbying for better federal policies and negotiating with their past employers on increasingly more complex pension and retirement benefits. In the Teachers group and no doubt in many others the bond of former common work or union roles may be a viable base for wide program efforts. Finally, some unions are extremely active even now in learning opportunities related to health programs, union sponsored retirement homes and occasionally for their members in the community at large.

Trade, [illegible] correspondence schools. Since no one believes that employers will [illegible] people in the later years, we did not expect to find many older adults in the thousands of trade and technical schools which constitute a major wing of the American vocational education system. A few do come into classes on home appliance repair, accounting, how to sell real estate or how to operate motels. Cost is a barrier. Several schools sent in catalogs showing the wide range of opportunities, assuring us they are willing to develop courses especially for older people should there be any interest.

No doubt there are shady operators among these schools, nonetheless, many are entirely honorable and reliable. They have various advantages: flexibility in size and timing of courses; practical methods; ability to serve interests too specialized for the public schools and other agencies. Primarily they supplement the vocational system of the public schools and community colleges where presently only a small scattering of older people can be found.

A similar situation prevails with the correspondence schools which are almost as relentlessly vocational. Among the commercial home study schools and their university counterparts there are, however, some non-vocational, liberal education and leisure-related courses. Some even have retirement preparation, how to manage retirement finances, and other opportunities especially for older people. The American Association of Retired Persons has had some success with this method.

Millions could be learning through this effective, low cost method. One of the strangest anomalies in the entire American educational system is its utter failure to exploit the home study method. In Europe, in the Soviet Union, and in many developing countries correspondence study in its many variants has been used with spectacular success. Widely publicized gross abuses have apparently frightened us away, but new legislative controls and self-monitoring through such associations as the National Home Study Council can abate this problem. It is a certain fact that thousands of learners receive good instruction at low cost through these programs. We must find more ways for older adults to participate.

Various forces mentioned in the section on job-related training may abruptly reverse the current waste of elderly talent: broader conceptions of work as productive living; falling birth rates; growing costs of improved health and other services, especially among the older population; lack of any other reserve labor pool; others. The progression will be from demonstrating continuing usefulness through voluntary work of a self help and mutual assistance nature among the elderly themselves, to other useful tasks in Foster Grandparent and other ACTION style programs, to radically wider paid employment when attitudes, benefit revisions and structural changes (especially increase in part-time jobs and flexible hours) in the labor force make it economically desirable for employers to hire them. Therefore, we should now be phasing the entire vocational education system into service appropriate to each of these transition periods and moving to the foreseeable time when everyone "works" as long as capacity and inclination remain.

Community and voluntary organizations. Older adults widely participate, though at greatly reduced rates, in the thousands of voluntary and special interest organizations which enliven every American community. Activities range from purely social and recreational to purposeful work for specific goals of community betterment. Some are organized from homogeneous groups, while others attract disparate types of people all concerned with some particular subject or purpose. Some are local and transient, others are national in affiliation with long histories of community service.

Are these learning agencies? The best possible! They bring millions into social activities based on interests usually not age-related. Major roles are played by older members; voluntary service of all kinds is wide-spread. All these activities are rich in potential learning. They tap the interests which *motivate* learning.

Many of these organizations also are immensely skilled and experienced in mounting educational programs, national in scope and meaningful in almost every local community – the American Red Cross, the YM and YWCA's, the General Federation of Women's Clubs, League of Women Voters and many others. Others less often identified with education nonetheless have purposeful training components: consider, for example, the Chamber of Commerce or the major political parties. Many are action oriented, involving their members in community study and development, the most powerful of all educational methods.

These myriad community organizations are now a potent learning influence in the lives of many older people and they are mobilizing national campaigns to help this group. The program planning process is more complex than educators casually assume. Few associations would think of initiating a program effort from the national level. Instead, they constantly watch for activities which spring up in the local chapters, reflecting local concerns. When these spread spontaneously, as service to the elderly has in recent years, they then study possible actions and introduce planning objects which only after discussion and ratification become programs for nation-wide priority.

Concern for the aging is coming to priority in one after another of these voluntary associations. Consider one example, the Kiwanis International, with clubs in almost every community. A 1973-1974 Major Emphasis Program is built around enriching the lives of the aging. With the help of the National Council on the Aging, the national program department prepared a guide explaining needs and suggesting 16 major kinds of activities: senior volunteer programs; friendly visitors; transportation; meals; over-65 discount clubs; others. Courses for seniors and for pre-retirement planning are included. In each section there are ideas for Kiwanis Clubs to act on themselves, suggestions for working with other organizations, and sources of further information. Program leaders in the chapters carry the work forward, tailoring it to local circumstances. The entire effort is voluntary, reaching thousands of older people either in receiving or in giving aid, with a fall-out of education about the problems of aging for the *not yet old* members of the clubs.

The National Council on the Aging reports from a current study that thousands of clubs especially for older people are springing up across the country with a wide variety of social and other activities. Many of these grow, mature and develop into multi-purpose Senior Centers providing many services in a more organized manner. Their educational efforts will be described in a later section.

In addition, millions of older adults are organized in local chapters of the National Council of Senior Citizens, the American Association of Retired Persons, and Senior Advocates. The NCSC is particularly active in community development, lobbying and political action for the benefit of older people locally and nationally. AARP provides numerous additional services (insurance, travel bureau, magazine, drug sales, others) and operates a creative program of direct education through some 30 Institutes of Lifelong Learning. Driver training, correspondence study and other programs are presented, often in cooperation with the schools and colleges.

Much leadership in learning for older adults must come from these broad based membership organizations, for they have access to the audience which educators constantly tell us they have trouble contacting or interesting in their programs. Though there is already cooperation in the local communities, much more can be achieved. It is a perfect combination. Educators and trainers in formal education and many other agencies can provide knowledge and teaching skills, while the elderly-serving agencies can interpret the needs of their members and help to mobilize and staff the learning experience. Mechanisms are needed at the local and national level to bring these two groups into closer mutual understanding. This type of cooperation has never come easily at the community level; there are innumerable obstacles that we little understand. Practical examples and models of procedures need to be publicized to both groups. What, to take one example, does it really mean to "interpret" the needs of the elderly? How can their needs be determined with enough precision to develop meaningful learning? Or, another example, how is it *precisely* that educators could help these elderly-serving local chapters build learning directly into their on-going programs, a more effective type of learning experience than the usual classes, excellent as classes and school-like activities may be for many purposes?

Health and welfare agencies. Our investigation focused on education for the vast majority of older Americans who are living in the community with varying degrees of independence but not overwhelmed by acute handicaps such as poverty, physical or mental disability, or extreme demoralization. We must not overlook, however, the surpassing importance of learning for those

requiring unusual support from social welfare agencies or confined to hospitals, mental institutions and nursing homes.

Workers in the health and welfare agencies are often forced by seemingly intractable circumstances to concentrate on giving immediate service, often on an almost emergency basis. All agree, however, that the long term results would be more humane, effective and economical if every one of these interventions (such an unattractive term) contained learning components to maintain or reinforce the many capacities that even severely handicapped older people usually have. Unless completely devastating, the problems faced provide the sharpest motivation for self help. We are all familiar with older people who have mobilized recuperative and compensatory powers in remarkable rehabilitation efforts involving wide scale new learning. We must not call on all elderly people in trouble to be heroes, but we as well as they have a large stake in their ability to independently lead as nearly normal lives as possible.

All costs of all forms of care and assistance to the elderly are soaring. National health insurance, whatever form it may take, and a host of other programs will escalate these costs. Learning for self help and mutual assistance is likely to be the most powerful factor in the success of these programs which signify a new resolution to do something effective about the distressing circumstances of many older Americans.

Consider any inventory of the array of measures being explored as alternatives to long term institutional care (*e.g.*, 6950A966 in the bibliography): multi-program day care centers; hot lines and assorted mobile services; home services, outreach, visiting nurses; innumerable others. Every one of these programs will require learning on the part of the elderly who benefit.

Most of these new proposals lead back out into the community where there will be countless opportunities to join forces with the schools, colleges, libraries, Cooperative Extension, Kiwanis Clubs and all the other learning-related resources we have been describing. The health, welfare and other elderly-serving agencies must call on these supplementary resources for help while keeping the *responsibility* for learning programs in their own hands.

There is a willingness among adult education agencies to bring their skills and resources to these especially troubled adults, but new forms are needed to promote cooperation while avoiding arbitrary parceling out of assignments. Somehow we must learn to view the entire range of learning problems from the elderly person's viewpoint rather than approaching them piecemeal with each agency doing what it has always done before. We must also reject out of hand the slightest division of labor based on the notion that some learning

is "training" and some is "education," a dysfunctional bromide plaguing the adult education profession.

In finding these new mechanisms for bringing learning help to older adults there will be many useful roles for the elderly themselves and I see in this matter a high opportunity for the emerging area planning agencies, the state and local adult education associations, and for each of us individually.

The second major thrust in this work is prevention, the wide education of older people and the general population on better health habits, nutrition, consumer education, retirement planning and other matters to abate problems before they bring us to dependency status in the later years. Almost every agency we have investigated is at work in these areas now and eager to do more. From accounts in the literature and materials sent in during the survey there appears a "cobbled up" air about these programs. Everyone is doing his best with whatever local resources come to hand. I have listened in the past year, for example, to several presentations on health problems of the aging, all interesting and useful, but none an orderly effort to communicate the *main things* the audience might need to know in an effective learning experience. There are opportunities to derive from the best existing programs learning materials of potentially wide use, amenable to local adaptation.

Senior Centers and Clubs. Tabulation 9. About 400 Senior Centers and clubs, from a list provided by the National Council on Aging, responded to the questionnaire. There are now thousands of multi-purpose Senior Centers and unknown tens of thousands of clubs scattered in every community across the country. Their proliferation is a sweeping movement likely in time to serve millions of older adults and become a major conduit for learning activities of all kinds.

The Senior Centers serve older people with a complex array of services on a regular, organized basis throughout the year. Many have separate facilities, some especially designed for this purpose. Many others are scattered in community centers, churches, retirement homes, YWCA's, schools, or other locations provided by the agencies sponsoring or cooperating with the Centers. In larger cities, some agencies operate a number of centers in the various neighborhoods. Centers have a formal legal structure with paid staff members, but the older people themselves invariably take a leading role in decision making and daily operations.

Clubs take so many forms and serve so many purposes that summary description is impossible. They may be organized around almost any special interest, and that the members happen to be older people is often almost

incidental. Many are irregular in meeting, with activities suspended during cold winter months. Some meet for years, even for decades, with no purpose other than visiting with friends, but many others take up some of the service activities typically found in the Centers.

What do these Senior Centers do? Their questionnaires are strikingly different from most other respondents. The "tone of voice" is different. Notes abound – elaborations, approval, further explanations, argumentation, and general commentaries ranging from "Bah" and "Education, who needs it?" to long analyses of Center operations, aspirations, problems, personality conflicts, or frustrations with the local educators. There are impassioned pleas for the welfare of the elderly and testimonials to the benefits of the Centers. The closeness of the Centers and clubs to the lives of the older people is immediately apparent.

This impression is reinforced by a flood of newsletters and mimeographed material of all descriptions – activity schedules, personal notes about the members, recipes and household hints, consumer information, bus schedules, sewing lessons, stories, poems, drawings, and hundreds of flyers on many subjects from community agencies. The range of activities is reflected in the checklist data: recreation and social activities (79%), transportation (58%), counseling (54%), newsletters and inform tion (48%). Many – probably most Senior Centers – provide one or many other services: referral to cooperating agencies; legal aid; clinics, dental screening, and other health services; employment service and job development projects; friendly visiting, letter writing, telephone contacts; sales of arts and crafts; others.

In an atmosphere of busy activity and on-going personal relationships, the opportunities for informal learning are unlimited. Most Senior Centers also have organized educational programs, usually managed by a committee of the members. Almost three-quarters report new learning activities initiated in the past year. Most popular subject areas are: hobbies and recreation (74%); consumer education and nutrition (49%); health (46%). All the other subjects (except community and world affairs which is weak in all agencies) are represented.

The most frequently mentioned learning methods are: field trips and visits (61%); discussion groups (60%); newsletters and information bulletins (48%); film series (47%); meetings (46%); lectures (40%). Other methods were occasionally used.

Most Senior Centers employ full-time professional staff with extensive use of volunteers (91%) a positive goal. Relatively few Centers report help beyond meeting facilities from other community organizations. Only 10%, for example,

receive assistance in instruction from outside agencies. Granted that any sizable group of older people contains almost any talent needed, a slight impression of isolation from the rest of the community creeps through, supplemented by many expressions of independence in the questionnaires. A great many schools, churches, libraries, and others noted that they do work with their Senior Centers; some have extensive and creative cooperation; but a few also commented on the troubles or personality conflicts they have encountered. Educators need not expect a universal joyous welcome or free rein to do their thing in these well-established senior groups accustomed to managing their own activities.

Senior Centers and clubs report the universal problems: finances, staff shortages, transportation. Even here, over 40% report lack of interest among the older people, a further caution that creative methods and willingness to let the learning emerge from the group itself are important. It is not enough to carry the classroom or the library into the Senior Center milieu, assuming that is just what is wanted. I believe a greater awareness in the Senior Centers of the variety of learning resources available in the community and understanding that, by and large, most educational agencies *wait to be asked* might lead to more cooperative opportunities initiated by the senior groups themselves.

The Senior Centers and clubs are well dispersed geographically, with both public and private support. Over two-thirds report 100 or more participants in their learning activities, so they reach large groups with the number of Centers increasing every day. Learning is largely at the members' own initiative, closely related to the on-going, highly personal culture of the Center. These are ideal conditions.

IX. DEVELOPING MORE LEARNING OPPORTUNITIES: WHAT ELSE IS NEEDED?

We have reviewed the evidence that awareness of learning needs is pushing hundreds of local adult education agencies to work for older adults, each following its own action pattern with its own audience encountered in its normal daily work.

Some are formal educational institutions where organized learning is the chief mission and the elderly are largely a new, unfamiliar clientele. Others specialize in learning-related services for all who desire them and, though older people have long used their services, this group has never been their major concern. Others – many, many others – have developed learning potentials in support of some other purpose – to promote some cause or action, to produce or sell something, to promote the general welfare in one way or another. Since 20,000,000 older persons may be interested in these purposes, these agencies turn their attention to the elderly group. Finally, some community agencies, particularly those in the health and welfare fields, have an established concern for older people with new institutions arising whose *primary* purpose is to improve life in the later years. Many of these agencies, of course, are entirely conscious of an adult education mission. Some others would be surprised to hear that they are part of a great, amorphous but pervasive "system" of American adult education, yet they may be among the most important parts in planning for long-term educational service to the elderly population.

Each of these agencies reporting the 3,500 programs for older adults is responding to the need in its local circumstances in its own familiar style. They seem to work first on the most quickly perceived needs, for the programs are quite similar in program content: hobbies and recreation, consumer education and nutrition, health related subjects – these appear to be the common areas of focus.

I am aware that many exemplary programs for older adults have been in operation for many years, even decades. However, the new surge of activity in recent years is unmistakable, with much more to come. The responsiveness of the adult education system is apparent; for most of this work was initiated at the local level, often by the effort of one or several dedicated staff members.

Experience shows, however, that more is needed if all the learning needs of these millions of older persons and those reaching that age are to be served with meaningful impact in their daily lives. It is typical of adult education that the lively activities out in the field outstrip the other kinds of development

needed to sustain and improve the educational work over the long run. This is certainly the case now in education for aging.

What are these other needed actions? They relate to the list of key elements in any good learning system which I mentioned earlier. Such matters as: finding uniquely effective new methods suited to this relatively new audience; developing recruitment, counseling and evaluating techniques; staff training; systems for providing attractive curricula and learning materials; the research, communications, financial planning and other services required to support a nationwide educational movement.

In this section I will give summary impressions of where we stand with these other parts of the learning system presently coming into being to serve the aging population. We have gleaned some information from the program checklist itself where we planted questions on staffing, attitudes, and other matters. Other impressions come from research and development literature reviewed from the viewpoint of its utility in program planning. The literature explicitly directed to education for the older adult is at best meager, running to exhortation and program descriptions too simple to be useful, but there are occasional studies of considerable interest. Much has been reviewed and critiqued in exemplary fashion in several chapters of the recent book, *Learning for Aging*. A third information source is the many adult educators and gerontologists I have talked to during the past year about learning problems of older adults.

My purpose in this section is to give some summary impressions and suggest, sometimes in a sentence or two, some kinds of actions obviously needed. In part, my intent is to get these important concerns "on the record" for the policy planners who are just now beginning to examine education for the elderly in purposeful manner.

Instructional methods: Is there a geriagogy? Our present survey shows that, for the most part, learning opportunities are being presented through tried and true adult education procedures, the staple approaches of the reporting agencies: classes and short courses; discussion groups; meetings and one-day or less workshops. Newsletters and bulletins are popular, especially in the Cooperative Extension and Senior Center programs. However, there is a sizable representation of every method listed in question 8 where we deliberately tried to be exhaustive to call attention to the variety of methods that can be used. For example, there are 185 reports of role playing or simulation; about 200 using programmed texts or teaching machines; over 300 community studies and projects; almost 600 using radio and 115 reporting cable TV programs. These call for follow-up to determine more precisely what is being done.

Are basically different instructional techniques required for older adults? We have a wide range of adult learning methods based on the voluntary nature of the learning, the experience background of mature adults, the structure of this experience as a context for new learning, and other factors summed up in the notion of "andragogy," the teaching of adults contrasted with "pedagogy," the teaching of children. Are there similar fundamental differences related to *older* adults which, perhaps, should lead us toward a new science of "geriagogy," the teaching of older people, a concept common in Europe?

No. The learning psychologists assure us that the physiological or neurological processes of learning do not differ significantly once they are fully established in childhood. These processes in older adults do not vary much, even if we grant the maximum "deficits" in speed, secondary recall and others demonstrated by the psychologists. In real life learning these intrinsic differences are of little consequence. Most older adults can learn what they need and desire to learn, subject to the normal dispersion of aptitudes and disabilities in any age group.

For program development purposes we need more lively examples of each of the many existing methods showing their application to older people. Especially as new agencies press more volunteers and part-time instructors into service, they need demonstrations of the variety of informal learning methods and a profusion of easy training materials. Much already exists that could be adapted to this purpose and pumped through their own communication channels to the Senior Centers and other elderly serving agencies.

Supporting services. Instructional methods and techniques may easily be adapted to older adults, but most adult educators have only a distant conception of the social and psychological circumstances which profoundly affect motivation and the personal context of learning among the elderly. Little has been reported about meaningful identification of learning needs, how to contact and involve older people, how to assess their present levels and evaluate their achievement. We, of course, know much about these matters from our traditional audiences and, since many older adults are similar, standard adult education practices work well in many cases. Still, no more than two percent of older adults participate in our current forms of adult education. What of the other 98%?

Many exemplary learning programs have been serving older adults for many years, with program descriptions and research studies in this area analysed in the recent volume, *Learning for Aging* (0005A112). Much more will be needed. New research and development projects in almost every area, from needs assessment to evaluation of effort, in some order of priority, must be established,

with the adult education and gerontological research communities working in close collaboration.

Are there any short-term actions which might accelerate our own professional learning?

Several occur to me.

First, since adult education always learns by experience, successful programs and practices should be reported more often and in more detail. A practice oriented clearinghouse is needed to ensure maximum use of shared intelligence, a simple but important step.

Second, I believe there is opportunity to exploit the extensive work already done in the field of social gerontology. We are laboring now, for the most part, with abstract and superficial conceptions of the learning needs of our older adults. Could we mine insight and guidance from the copious gerontological research studies, some of them almost anthropological in approach, of older people in rural communities, in segregated housing projects, widows, numerous other groups?

How could this be done? Could we use some general classification of major learning needs as a checklist to extract specific information about older adults from the gerontological studies? The checklists now often used to survey the interests of older adults, commendable as this procedure is, seem too crude and general. The dichotomy between expressive and instrumental needs is too broad for much analysis and risks introducing into this field all the dreary attitudes related to liberal versus vocational education, but any slightly more complex breakdown might serve very well, for example, the classification noted by McClusky: coping needs; expressive needs; contributive needs; influence needs; transcendence needs. Other schemes might be derived from the developmental tasks approach of Erikson or Havighurst. Such a list could be used in the style of job or task analysis to deduce learning needs from the circumstances, daily activities and problems in the learner group, in this case as revealed in the gerontological research studies. This would push us one step past the current procedure of simply asking people what they want to learn, never satisfactory since most people do not themselves understand the full scope of information potentially useful to them and most are inhibited by preconceived notions of what may be available.

I have in mind in this suggestion the model of the adult basic education programs which began ten years ago with the vague intention of teaching adults to read, but have progressed now to a well structured conception of "coping needs" which has practical value in program development, in preparing learning

materials, and in establishing evaluation measures suited to the task. How can we establish specific objectives in the aging field more quickly, gleaning related motivational insights from social gerontology along the way? Are we taking into account, for example, the profoundly important finding (if it is in fact true) that middle class older adults resist the very concept "old" while working class people are less anxious? What implications for recruiting? Considering the documented attitudes of most old people about work and leisure, what questions arise about the vast bulk of recreational programs revealed in the survey?

Third, just as the elderly-serving agencies need a better idea of the many community learning opportunities which might be exploited for their clientele, so educators need to understand exactly how Senior Centers work, what the church or park-based club is doing, where the nutrition program is centered or what the area planning agencies and Aging Commissions are doing. It is only by working through these service programs to make learning an integral part of each that adult educators will tap the motivation of older citizens. Recruiting, counseling and encouraging the older learner may better be a part of these broader services which develop close, on-going and personal contacts. This information might also, in part, be extracted from current sources and through joint meetings of adult educators with gerontologists and other aging specialists. Explicit plans for learning opportunities, with the involvement of the adult educators of the community, should be built into area planning and other coordinating efforts.

Materials provision. Observing standardized programs in thousands of locations operated by part-time professionals with much volunteer help, the idea of attractive, inexpensive learning materials crowds into the mind. With this resource many more programs could easily be initiated by the older people themselves, for the material, if well prepared, structures the subject matter for use. Of course, the materials must be amenable to tailoring to local conditions with guides to their proper use. There are innumerable models, both for individual and group use. Effectiveness for adult learning, especially with lay leaders, has been demonstrated past any doubt.

Where are these to be obtained? Many already exist, developed over the years for general adult education audiences, often at great cost. The main learning needs of older people do not differ much, we have maintained, from those of millions of other adults. Therefore, many splendid materials can be used "off-the-shelf." Though only rudimentary means exist to track down these existing materials, many can be located quickly.

Other materials on consumer, health and other topics roll out in a flood from dozens of sources – the National Dairy Council, the Cooperative Extension Service, the AARP, many others. Screening and organization of such material could bring it into wide use. Much is relatively simple, inexpensive, practical and, often, subsidized by a sponsor. An example of what can be done with this floating array of inexpensive items is seen in the directory put together in Providence, Rhode Island (0300A244), a motley assortment of leaflets, pamphlets, mimeographed notices, recipe booklets and other things all bound together into quite an interesting product for older adults.

Finally, effective materials provision merges into the general area of popular publication, the magazines, books, hobby kits and other things aimed at the older generation or suited to their use.

Demonstration projects working with the elderly produce learning materials carefully designed for the unique needs of many older adults. Means are required to make these known for wide sharing.

What are the problems? Cost. Distribution. A low cost clearinghouse operation to bring much of this material together for scrutiny is entirely feasible. Screening and assessment pose problems but could be initiated by cooperative efforts. Cost and distribution require planning. Testimony from the field is emphatic – any cost inhibits use. However, we see reams of cheaply produced material from Senior Centers alone. Mass production costs could be reduced and attractiveness improved through good design. Material for use in programs for nutrition, welfare and other special programs must be provided free.

Commercial publishing has never been able to serve the adult education field because, although the programs are often standard, there is no effective distribution system enabling the publisher to do mass selling. This problem has never been solved to this day. However, possibly there is now or will be in the future a built-in distribution system working through the Senior Centers, the Aging Commissions, the area planning agencies and all their collaborators. It is entirely likely that large scale distribution, with its economies, can be developed in this elderly-serving chain of agencies.

Similar arrangements will be needed as the training programs for workers with older people spread. Obviously, orderly and tested program content comes first, then the accompanying materials become a further incentive to more program development.

Staff training. Shortage of trained workers is the second most common problem reported and a close relative of the first, lack of money. Many programs exist through the dedicated efforts of one or two persons, subject to collapse when these pioneers depart. Everywhere the learning activities operate under the chronic personnel conditions of all adult education: part-time, often moonlighting workers, trained in something, but seldom (practically never) in adult education teaching or administration; high turn-over; little in-service training; scarce program planning time and money; endemic marginal institutional status. All these conditions prevail in exacerbated form in the programs for older people.

In addition, we see two new circumstances not known before. First, many programs are now staffed largely by the older people themselves in paid or voluntary work; in the future the elderly may almost entirely run their own educational endeavor, an interesting possibility. In the older generation are every imaginable talent, free time, and willingness. What form should training for this group take?

Second, if the main responsibility for learning of the elderly inheres in the many non-educational agencies with closest on-going audience contact, how will their staff members be trained to build learning into every activity and to exploit community educational resources to this purpose? The professional adult educator's principle mission may be in training for other agencies and encouraging community-wide cooperation for learning purposes, rather than direct provision through his own agency. This may often be his best approach *right now*, for many other agencies lack educational skills, yet they are eager to mount programs and have effective access to the elderly audience. Workshops for the older volunteer teachers in Senior Centers and elsewhere will be helpful. A willingness to work at the behest of others and in cooperation with others as a community education facilitator may be the spirit most needed.

Meanwhile, learning related training should be introduced in the host of community colleges and other institutions now preparing workers for nursing homes, nutrition programs, and other elderly welfare services. Schools of health, social work and others training professional gerontologists have the same need. Every worker with the aging, ideally, should see himself as a teacher or leader to maximize self-help among older people and bolster their own capacities for independent living. The implications are extensive, since in the long run who knows how many workers will, in one way or another, be serving millions of aging Americans as this movement takes hold in the pre-retirement age cohorts?

Many adult educators with some background in gerontology will be needed in the future in positions of research, teaching and administration. In the nation's 2,200 teacher training schools I wonder how many students ever think that they may one day be teaching grandmothers, a likely possibility for many of them? Only gradually, hesitantly, over the years have these schools introduced units on the general field of adult education.

Even in the adult education graduate training programs, which have burgeoned in recent years, there was until recently literally no preparation for teachers of adults. All graduates became administrators in a field desperately short of workers. Among the Commission of Professors of Adult Education only a handful seem interested in preparing their students for work in gerontology, in numbers that will not be commensurate with the need I easily foresee. However, until there are clearer career lines in opsimathy (learning in the later years), it is perhaps unrealistic to expect and I would hesitate to recommend large movements to specialization in this field. Hopefully, those with sound training in the principles of andragogy can acquire enough orientation in aging to become effective geriagogs.

The present and future bulk of educational work with older populations points our attention to the dual training needs: elderly-serving workers must become educators and educators must learn more about aging. However, the form of response to the needs is by no means clear.

Education supporting agencies and mechanisms. Since adult education always grows from the local level in response to immediate learning needs, it is no surprise that programs for older adults are proliferating in communities across the nation while there is little movement to build the supporting mechanisms for planning, finance, communication, research and development required to sustain the movement over time. Some questions and matters for consideration may be raised about some of these mechanisms and the potential role of the organizations which traditionally provide leadership in adult education.

There is a great need for an established planning group of adult educators to develop policies and priorities, to mobilize public and private support and, especially, to promote interaction with the many non-educational agencies sharing leadership in learning for older adults. Since it is the most general (and perpaps the only) group working regularly in aging, the Section on Aging of the Adult Education Association of the U.S.A. may be the plausible initiator of such planning action. I have in mind something similar to the Inter-Faith Council which works with the Administration on Aging toward new roles for the churches in aging or the similar committee mobilizing private and voluntary associations to the same end. Or, another model, the

NCOA's National Institute of Senior Citizens. Or, the Committee of Adult Education Associations, which has often drawn together the myriad adult education associations in policy formulation and mutual planning in such areas as basic education for adults.

Such a planning group would find many feasible actions useful immediately in stimulating more programs and in the long run by building the necessary supporting services, both within the adult education profession and among many other agencies interested in helping us develop better learning programs for older adults.

They might consider some of the following areas of concern.

Communication can be quickly and vastly improved through the periodicals, newsletters, meetings of associations at all levels, and through webs of personal contacts. A practice-oriented clearinghouse is urgently needed to stimulate this process, working in full articulation with established information services in education and gerontology, pressing for interchange between these two fields, and supporting the Administration on Aging mission to provide such services throughout the aging field. Practical communication of program ideas and materials should be of high priority, for the need is great among the workers in the field. Joint meetings with elderly-serving groups will be helpful.

Research and demonstration priorities are needed, developed together by the adult education and gerontological research communities, using this study and the recent analytical reviews in *Learning for Aging* as a point of departure.

New financial support for work with the aging must come from the established state and local education sources and, especially from mobilizing new private agencies willing to commit their own resources. There is clear evidence of interest, concern, and action in many places. The Older Americans Act is a sophisticated piece of legislation, recognizing the importance of continuing education in many of its authorized programs. A canvass is needed of various other funding sources, local and national, private and public.

There are numerous other areas – in staff training, program stimulation, materials provision, use of cable television and other outreach methods – where feasible actions could be initiated by the expert persons and agencies most concerned with education of the elderly. Many resources are at hand in the adult education profession. However, effort will be strongly reinforced whenever we build the learning system in collaboration with the elderly-serving disciplines, professional fields and agencies. There is evidence that they are as concerned as we are with the potential of new learning in the lives of older Americans and eager for our cooperation.

APPENDIX: CONDITIONS OF THE STUDY: INTERPRETATION OF THE DATA TABULATIONS

The exploratory study on which this report is based was a wide-ranging effort to discover the major agencies in American life providing learning opportunities to older adults living in the community, those 62 and over or retired, and to find the kinds of programs most commonly presented to this audience.

There were three chief information sources: (1) visits and discussions with many persons and agencies experienced in this work; (2) analysis of research, developmental and programatic literature from recent years, those works which bear directly on program development; and (3) a questionnaire survey of many, but not all, of the agencies thought to be engaged in learning for older adults. In addition, we tried to pick up, as feasible, information on staffing patterns, major problems, funding sources and other topics as a basic for further research in a field almost entirely devoid of any systematic study.

Expert informants. We are grateful to many expert persons in many agencies in many parts of the country for guidance and insights, especially the officers and members of the Section on Education for Aging of the Adult Education Association. These advisors helped in many ways: in developing and pretesting the questionnaire; in finding mailing lists; in acquiring documents; in interpreting and to some extent verifying results; in reporting the findings.

Literature analysis. The literature reviewed is specified in the annotated bibliography. It primarily contains documents with direct implications for program development, from recent years (though still useful older items are included), and program descriptive materials sent in during the study period. Some basic works from social gerontology are included, for we believe this literature should be more widely known in the educational community. Our best sources have been the ERIC system, the National Technical Information Service, and the standard bibliographic sources in gerontology, especially the admirable and helpful library of the National Council on Aging.

Questionnaire survey. Approximately 40,000 questionnaires were sent out, mostly in the period January 2, 1974 through February 15, 1974, and approximately 4000 were returned, with about 3500 included in the tabulations which follow. A glance at the introduction to the questionnaire will show that we did not attempt a controlled sample survey, but rather asked those with no programs to pass the questionnaire to another agency which might have something to report. It is apparent that many did so. There were no follow-up mailings or any other measures to control or estimate the validity of the responses. Therefore, we caution against laying stress on the seemingly

precise data in the following tabulations, for they are subject to many qualifications. Checking with persons knowledgeable of the various agencies or of particular geographic areas suggests, however, that the contours of this field are reasonably reflected in the report.

The chief mailing lists used: school districts (about 12,000); universities and colleges (about 1500); community colleges (about 1000); Cooperative Extension agents in charge and county home demonstration agents (about 5800); museums (about 4600); park and recreation districts (about 3000); one-third sample of members of the American Society for Training and Development, the training directors in business, industry and in many health, welfare and community development agencies (about 3000); Gerontological Society members (about 5000); members of the Adult Education Association of the USA and several of its state and regional affiliates (about 6000); various other lists of Senior Centers, trade schools, consumer agencies, labor education, AARP Extension Institutes and others.

It is apparent from this list that some agencies were more thoroughly blanketed than others and information on some agencies (notably churches) was derived entirely from secondary sources. No effort was made to study the population institutionalized in nursing homes, hospitals and retirement housing, though some returns were received from these agencies. It is apparent, also, that some respondents reported enrollment of older persons in regular adult education programs in addition to those "especially" for older adults. There is some small amount of duplication, since no systematic effort was made to eliminate duplicate reports. Various other caveats might be made, but, if the reader will bear in mind the first exploratory intent of the survey, he will not be mislead by the textual interpretation of the data. The length of the questionnaire did not trouble the respondents; our computer counts show that almost everyone persisted to the end and few questions were omitted.

Some tabulations have not been carried to the agency level. In question 4, practically all programs are open to any older adult in the community; in question 9, almost all programs are very low cost. In questions 3 and 8, some response categories have been combined into "other." Question 5 on major purposes was aborted by a coding error, but purposes can be inferred from the types of programs presented. Since we unfortunately provided no place for museums to identify themselves, no tabulation of about 200 museum responses is possible; they are lumped with "other." Please refer to the exact wording in the questionnaire in interpreting the data.

Opportunities for follow-up analysis. Many interesting cross-tabulations are possible. Further surveys could be made of respondents with particular types of programs, using certain methods (*e.g.*, CATV), etc. All data are in a computer file from which such follow-up studies can be made quickly and at very low cost. We will be happy to assist anyone who cares to pursue some of these possibilities. The literature collection, program materials, and a subject classified file of quotations from the literature and from questionnaire comments are all available for use at the Adult Education Association headquarters.

A A

ADULT EDUCATION ASSOCIATION *of the* **U.S.A.**

LEARNING OPPORTUNITIES FOR OLDER ADULTS
A NATIONAL INVENTORY

Please use this checklist to describe your education or training activities:

— intended especially for **older adults,** those over 62 or retired, and
— in which increase in **skills, understanding** or **sensitivity** is a major purpose

If your agency does **NOT** sponsor such programs (or if this is a duplicate), please pass this checklist on to another agency in your community which may be active in education for older adults. Thank you!

If you **DO** provide education or training activities for older adults, please take a few moments to complete the checklist. All answers can be given by checking the response which best, or most nearly, describes the programs you are providing. A stamped, addressed envelope is enclosed for returning the checklist.

New learning opportunities have grown rapidly in schools, colleges and a wide range of community organizations. With your help, we hope to develop the first national overview of this work as a guide in planning for expansion of this effort, so important to millions of older Americans.

The Adult Education Association of the U.S.A. is conducting the inventory, with the co-operation of the adult education community, and with support from the Administration on Aging of the U.S. Department of Health, Education and Welfare.

Thank you for your help!

Roger DeCrow

Roger DeCrow, Project Director

(Please Print Clearly)

Name, Title of Person Responding: _____ 6-47

Name of Institution, Agency, Company, etc.: _____ 48-79

_____

Address: _____

Street 6-37 City 38-64

_____

State 65-66 Zip 67-71 Area, Phone Number

1. What is the population of the community or area your institution serves?
Col. 6

1 ☐ 5,000 or less
2 ☐ 5,001 - 25,000
3 ☐ 25,001 - 50,000
4 ☐ 50,001 - 250,000
5 ☐ over 250,000

2. What is the **primary** source of funds for the agency in which you work?
Col. 7

1 ☐ Public, tax supported
2 ☐ Private support

3. Check the category which **best describes** your institution, agency or organization.
Col. 8-9

01 ☐ Senior citizen center or club
02 ☐ Neighborhood or community center
03 ☐ Community development agency
04 ☐ Health or mental health service agency
05 ☐ Hospital
06 ☐ Nursing, convalescent, extended care facility
07 ☐ Housing facility, development, complex
08 ☐ Social service or welfare agency
09 ☐ Recreation agency, park district
10 ☐ Library
11 ☐ Secondary school, school district or system
12 ☐ Community or junior college
13 ☐ University or college
14 ☐ Cooperative Extension Service
15 ☐ Religious organization
16 ☐ Union
17 ☐ Business, industry
18 ☐ Trade or technical school
19 ☐ Correspondence school
20 ☐ Mass media or communication facility
21 ☐ Voluntary, fraternal organization
22 ☐ Other (describe) _____

_____

4. Who may participate in your educational programs or activities intended for older adults—those over 62 or retired?
Col. 10

1 ☐ Any older person in the community.
2 ☐ Mostly for a particular community group (e.g., welfare recipients, church or club members, etc.)
3 ☐ Mostly for older adults in our own agency (e.g., hospital, company, etc.)
4 ☐ Could be used anywhere (correspondences study, media programs, etc.)

5. Check the major over-all purposes or objectives of your program for the elderly. (By "program" we mean the whole range of educational activities you provide to those 62 or over).
Col. 11

1 ☐ Preparation for paid employment
2 ☐ Training for voluntary personal or community service
3 ☐ Basic or remedial education: reading, math, citizenship
4 ☐ Intellectual development, general education, academic study
5 ☐ Coping better with daily life problems—health, finance, etc.
6 ☐ Social development—understanding self and others
7 ☐ Spiritual or religious development
8 ☐ Retirement preparation
9 ☐ Other (describe) _____

_____

6. During the past 12 months, **how many different** older adults (over 62 or retired) have participated in your educational programs and activities? Please estimate, if necessary.

Col. 12

1	☐	1-15	4	☐	101-500
2	☐	16-50	5	☐	501-1000
3	☐	51-100	6	☐	1001 plus

7. Of this total number of participants during the past twelve months, what **proportion** (i.e., what percent) were in the following categories? Please estimate, if necessary. Check the Appropriate columns.

Col		1	2	3	4	5
		0-10%	11-30%	31-60%	61-90%	91-100%
13	Aged 75 or over	☐	☐	☐	☐	☐
14	Male	☐	☐	☐	☐	☐
15	Very low income, poverty	☐	☐	☐	☐	☐
16	Adequate income, some limitation	☐	☐	☐	☐	☐
17	Comfortable income, little limitation	☐	☐	☐	☐	☐
18	Seriously disabling health problems	☐	☐	☐	☐	☐
19	Slightly disabling health problems	☐	☐	☐	☐	☐
20	Living in institution for elderly or disabled	☐	☐	☐	☐	☐
21	Severe reading disability, illiterate	☐	☐	☐	☐	☐
22	Poor reading ability, some reading handicap in daily life	☐	☐	☐	☐	☐
23	Black (Negro)	☐	☐	☐	☐	☐
24	Spanish surname	☐	☐	☐	☐	☐
25	Oriental	☐	☐	☐	☐	☐
26	American Indian or Eskimo	☐	☐	☐	☐	☐

8. Please check the learning methods most commonly used in your educational offerings for older adults.

Col			Col		
27	☐	Regular academic courses	40	☐	Travel study
28	☐	Short courses, classes, seminars	41	☐	Individual instruction: lessons, tutoring, coaching
29	☐	Discussion groups	42	☐	Correspondence study
30	☐	Lecture series	43	☐	Programmed texts, teaching machines
31	☐	Film series	44	☐	On-the-job training
32	☐	Meetings, workshops, one day	45	☐	Community studies, projects
33	☐	Conferences, workshops, over one day	46	☐	Home visits
34	☐	Sensitivity, human relations training	47	☐	Information bulletins, newsletters, mailings
35	☐	Role playing, simulation exercises	48	☐	Educational TV programs
36	☐	Book talks, reviews, discussion	49	☐	Commercial TV programs
37	☐	Museum tours, demonstrations	50	☐	Cable TV programs
38	☐	Field trips, visits	51	☐	Radio programs
39	☐	Providing books, films, materials			

9. What is the usual or most common cost to participants aged 62 or over of participating in your educational program for older adults?

Col. 52

1	☐	$1 or less	4	☐	$11 - $20
2	☐	$2 - $5	5	☐	Over $20
3	☐	$6 - $10			

10. Where do your educational programs for older adults take place? Check all locations that are used in your program.

Col
- 53 ☐ School or college buildings
- 54 ☐ Community centers
- 55 ☐ Churches
- 56 ☐ Public agency buildings (library, city hall, public housing, etc.)
- 57 ☐ Private agency building (YMCA, hospital, etc.)
- 58 ☐ In home through television, visits, independent study, etc.
- 59 ☐ Plant, store, other business location
- 60 ☐ Other (describe) _____

11. In what type of **area** do most of your educational offerings for older adults take place?

Col 61

1 ☐ Urban inner-city
2 ☐ Urban residential
3 ☐ Suburban
4 ☐ Rural or small

12. How many professional staff persons are **employed** in your educational programs and activities **for older adults?**

Col 62

1 ☐ None, operated by the participants
2 ☐ None, operated by other volunteers
3 ☐ Part-time of one professional person
4 ☐ One full-time professional
5 ☐ 2-5 full-time professionals
6 ☐ Over 5 full-time professionals

13. Do volunteers serve in your educational program for older adults?

Col 63

1 ☐ Yes, mostly from the program participant group
2 ☐ Yes, mostly from other sources
3 ☐ No, have never used
4 ☐ No, tried, but found unsatisfactory

14. What are the major sources of the support funds for your educational services **for the elderly.** Check all that are **important.**

Col
- 64 ☐ Our own agency
- 65 ☐ State, local government
- 66 ☐ State, local private (community fund, business, etc.)
- 67 ☐ National government programs
- 68 ☐ National private sources (foundations, companies, etc.)
- 69 ☐ Donated materials (facilities, equipment, publicity, etc.)
- 70 ☐ Donated personal service, voluntary work
- 71 ☐ Participant fees, tuition, dues, etc.
- 72 ☐ Sale of services, materials, etc.
- 73 ☐ Other (what?) _____

15. Does your own agency or institution provide **other services** to the elderly which significantly help or support your education and training activities for this group? Check all that apply.

Col
- 6 ☐ Transportation
- 7 ☐ Meals, on-site or delivered
- 8 ☐ Health services
- 9 ☐ Welfare, other social services
- 10 ☐ Newsletters, radio, TV, other information services
- 11 ☐ Recreational, social activities
- 12 ☐ Counseling
- 13 ☐ Religious services
- 14 ☐ Pre-retirement program
- 15 ☐ Senior center or club
- 16 ☐ Other (what?) _____

_____

(Continued on next page)

16. What kinds of help or cooperation, if any, does your educational program for older adults receive from **other** community agencies or groups?

Col. 17

- 1 ☐ Little or no outside help
- 2 ☐ Facilities for meetings, classes, etc.
- 3 ☐ Publicity, recruiting
- 4 ☐ Assistance in planning program content
- 5 ☐ Assistance in instruction
- 6 ☐ Other volunteer assistance
- 7 ☐ Materials, transportation, other services

17. Has your agency initiated any **new** educational offerings or activities for older adults in the past 12 months?
☐ Yes ☐ No

Col. 18

18.

a. What are the **most important** subject matter areas in your total program of education and training activities for older adults, those which reach many of your participants or seem to you most significant?

b. Are there any subject areas where you see a clear need for **new or increased** programs, if more resources were available?

Please check the appropriate columns, using your best estimates and judgment.

		Important in Present Program		New or More Needed	
Col.			Col.		
19	Basic education: reading, math, citizenship	_____	31	_____	
20	Academic courses: high school, college	_____	32	_____	
21	Job related subjects and skills (for paid or voluntary work)	_____	33	_____	
22	Health related subjects	_____	34	_____	
23	Consumer education, nutrition	_____	35	_____	
24	Other home, family life	_____	36	_____	
25	Esthetic appreciation (non-academic art, literature, music)	_____	37	_____	
26	Social action training	_____	38	_____	
27	Community, world affairs	_____	39	_____	
28	Religion, spiritual development	_____	40	_____	
29	Hobby and recreational subjects	_____	41	_____	
30	Personal development subjects (e.g. public speaking, driving, grooming, personal understanding, etc.)	_____	42	_____	

19. What are the main obstacles to growth of educational programs for older adults in your institution? Check as many as apply.

Col.

- 43 ☐ Shortage of financial resources
- 44 ☐ Lack of interest within the institution
- 45 ☐ Lack of interest on part of older people
- 46 ☐ Shortage of trained staff
- 47 ☐ Inadequate facilities
- 48 ☐ Inadequate supportive services (transportation, etc.)
- 49 ☐ Cost of program to potential participants
- 50 ☐ Legislative restrictions on institution (e.g., admission restrictions)
- 51 ☐ Lack of support in the community
- 52 ☐ Inadequate educational materials for this age group
- 53 ☐ Locating or contacting audience

(Continued on next page)

20. On the basis of **your own** observation and experience in educational work with older adults, what is your feeling about the following statements? Do you tend to agree, tend to disagree, or have no basis for judgement?

	Agree	Disagree	Don't Know	
Col. 54	1	2	3	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
55	1	2	3	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
56	1	2	3	We know fairly well what other agencies in our community are doing in education or training for the elderly.
57	1	2	3	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
58	1	2	3	Fear for their personal safety keeps some elderly people from our programs.
59	1	2	3	Few employers will hire people over 60, no matter what their skills or training.
60	1	2	3	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

Thank you for completing this checklist!

Please add here any ideas or comments about educating the elderly or about your program. Please send us reports, catalogs, brochures, etc., describing your work with older adults.

Adult Education Association
810 18th Street, N.W.
Washington, D.C. 20006

TABULATION 1: OVERVIEW OF LEARNING PROGRAMS FOR OLDER ADULTS IN 3473 AGENCIES (See Questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

10% – 5,000 or less
26% – 5,001-25,000
17% – 25,001-50,000
27% – 50,001-250,000
21% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

83% – Public, tax supported
17% – Private support

3. TYPE OF AGENCY OR ORGANIZATION

11% – Senior center or club, neighborhood or community center
4% – Recreation agency, park district
5% – Library
17% – School district or system
10% – Community or junior college
10% – University or college
26% – Cooperative Extension Service
17% – Other

4. REQUIREMENTS FOR PARTICIPATION

85% – Any older person may participate
9% – Mostly for a particular agency or group
6% – Could be used anywhere (correspondence study, media programs, etc.)

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

12% – 1-15
18% – 16-50
17% – 51-100
33% – 101-500
9% – 501-1000
11% – 1001-plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUTED 60% OR MORE OF THE TOTAL PARTICIPANTS

4% – Aged 75 or over
5% – Male
10% – Very low income, poverty
17% – Adequate income, some limitation

12% – Comfortable income, little limitation
3% – Seriously disabling health problems
5% – Slightly disabling health problems
6% – Living in institution for elderly or disabled
5% – Poor or severe reading handicap
6% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

48% – Short courses, classes, seminars
46% – Discussion groups
36% – Information bulletins, newsletters, mailings
28% – Field trips, visits
28% – Providing books, films, materials
27% – Lecture series
26% – Film series
42% – One day meetings, workshops
22% – Home visits
20% – Individual instruction: lessons, tutoring
17% – Radio programs

Commonly used by 5% or more of respondents: conferences and workshops more than one day in length; sensitivity, human relations training; role playing, simulation exercises; book talks, reviews or discussions; museum tours or demonstrations; travel study; correspondence study; programmed texts or teaching machines; on-the-job training; community studies or projects; educational, commercial or cable television.

9. COST OF PARTICIPATION

65% – $1 or less
16% – $2-5
19% – over $5

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

49% – School or college buildings
48% – Community centers
39% – Library, city hall, public housing, other public buildings
31% – Churches
20% – Home (television, visits, independent study)
18% – Private agencies (YMCA, hospital, etc.)
6% – Plant, store, other business location
16% – Other

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

13% – Urban, inner city
21% – Urban, other residential
18% – Suburban
48% – Rural, small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

19% – None, operated by participants or other volunteers
38% – Part-time of one professional
15% – One full-time professional
29% – More than one full-time professionals

13. USE OF VOLUNTEERS

43% – Yes, mostly from program participants group
27% – Yes, mostly from other sources
28% – Have never used
2% – Tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

48% – Our own agency
47% – State, local government
22% – Donated services, voluntary work
23% – National government programs
21% – Participant fees, tuition, dues
16% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

35% – Newsletters, TV, radio, other information services
30% – Recreational, social activities
26% – Counseling
20% – Senior Center or club
18% – Transportation

Other services mentioned: meals; health services; pre-retirement program; welfare services; religious services.

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

31% – Little or no outside help
34% – Facilities for meetings, classes, etc.
11% – Publicity, recruiting

Other services mentioned: program planning help; instruction; material; transportation, other service; volunteer assistance.

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

58% – Yes
42% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

Important in Present Program		New or More Needed
21%	Basic education: reading, math, citizenship	13%
20%	Academic courses: high school, college	11%
18%	Job related subjects and skills	25%
34%	Health related subjects	33%
46%	Consumer education, nutrition	38%
30%	Other home, family life	20%
33%	Esthetic appreciation	23%
13%	Social action training	22%
19%	Community, world affairs	21%
12%	Religion, spiritual development	10%
55%	Hobby and recreational subjects	30%
23%	Personal development subjects	28%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

57% Finance
40% Inadequate supportive services (transportation, etc.)
38% Shortage of trained staff
32% Lack of interest on part of older people
26% Locating or contacting audience
17% Cost to participants

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
48%	34%	18%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
63%	27%	10%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
69%	16%	15%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
68%	24%	8%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
36%	45%	20%	Fear for their personal safety keeps some elderly people from our programs.
69%	9%	21%	Few employers will hire people over 60, no matter what their skills or training.
66%	14%	20%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 2: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 601 SCHOOL DISTRICTS (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

20% – 5,000 or less
35% – 5,001 - 25,000
18% – 25,001 - 50,000
22% – 50,001 - 250,000
6% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

97% – Public, tax supported
4% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

28% – 1-15
31% – 16.50
12% – 51-100
21% – 101-500
4% – 501-1000
4% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

5% – Male
9% – Very low income, poverty
21% – Adequate income, some limitation
14% – Comfortable income, little limitation
0% – Seriously disabling health problems
1% – Slightly disabling health problems
2% – Living in institution for elderly or disabled
10% – Poor or severe reading handicap
11% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

58% – Short courses, classes, seminars
36% – Discussion groups
9% – Information bulletins, newsletters, mailings
15% – Field trips, visits
20% – Providing books, films, materials
24% – Lecture series
16% – Film series

11% – One day meetings, workshops
5% – Home visits
33% – Individual instruction: lessons, tutoring
3% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

90% – School or college buildings
25% – Community centers
18% – Churches
16% – Public agency buildings (library, city hall, public housing, etc.)
9% – Private agency building (YMCA, hospital, etc.)
4% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

8% - Urban inner-city
18% – Urban residential
26% – Suburban
48% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

16% – None, operated by participants or other volunteers
41% – Part-time of one professional
10% – One full-time professional
34% – More than one full-time professionals

13. USE OF VOLUNTEERS

19% – Yes, mostly from the program participant group
21% – Yes, mostly from other sources
57% – No, have never used
4% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

37% – Our own agency
58% – State, local government
8% – Donated services, voluntary work
19% – National government programs
28% – Participant fees, tuition, dues
7% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

11% – Newsletters, TV, radio, other information services
20% – Recreational, social activities
21% – Counseling
8% – Senior Center or club
10% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

41% – Little or no outside help
29% – Facilities for meetings, classes, etc.
15% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

51% – Yes
49% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	51%	15%
Academic courses: high school, college	36%	13%
Job related subjects and skills (for paid or voluntary work)	24%	26%
Health related subjects	17%	31%
Consumer education, nutrition	24%	41%
Other home, family life	17%	18%
Esthetic appreciation (non-academic art, literature, music)	37%	22%
Social action training	7%	20%
Community, world affairs	– –	21%
Religion, spiritual development	4%	– –
Hobby and recreational subjects	57%	29%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	25%	26%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

53% – Shortage of financial resources
42% – Lack of interest on part of older people
19% – Shortage of trained staff
17% – Inadequate facilities
34% – Inadequate supportive services (transportation, etc.)
16% – Cost of program to potential participants
11% – Inadequate educational materials for this age group
28% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
49%	31%	20%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
64%	25%	11%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
65%	17%	18%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
68%	25%	8%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
36%	44%	21%	Fear for their personal safety keeps some elderly people from our programs.
66%	11%	23%	Few employers will hire people over 60, no matter what their skills or training.
59%	17%	25%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 3: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 359 COMMUNITY COLLEGES (See questionnaire for exact wording of questions).

1. POPULATION OF COMMUNITY OR AREA SERVED

3% – 5,000 or less
14% – 5,001 - 25,000
15% – 25,001 - 50,000
45% – 50,001 - 250,000
24% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

96% – Public, tax supported
4% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

11% – 1-15
17% – 16.50
24% – 51-100
31% – 101-500
8% – 501-1000
10% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

3% – Male
6% – Very low income, poverty
17% – Adequate income, some limitation
10% – Comfortable income, little limitation
1% – Seriously disabling health problems
3% – Slightly disabling health problems
1% – Living in institution for elderly or disabled
6% – Poor or severe reading handicap
5% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

79% – Short courses, classes, seminars
46% – Discussion groups
15% – Information bulletins, newsletters, mailings
20% – Field trips, visits
21% – Providing books, films, materials

33% – One day meetings, workshops
4% – Home visits
24% – Individual instruction: lessons, tutoring
6% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

91% – School or college buildings
55% – Community centers
37% – Churches
38% – Public agency buildings (library, city hall, public housing, etc.)
25% – Private agency building (YMCA, hospital, etc.)
10% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

11% – Urban inner-city
21% – Urban residential
23% – Suburban
45% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

14% – None, operated by participants or other volunteers
52% – Part-time of one professional
12% – One full-time professional
22% – More than one full-time professionals

13. USE OF VOLUNTEERS

29% – Yes, mostly from the program participant group
30% – Yes, mostly from other sources
39% – No, have never used
2% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

49% – Our own agency
63% – State, local government
20% – Donated services, voluntary work
23% – National government programs
30% – Participant fees, tuition, dues
15% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

18% – Newsletters, TV, radio, other information services
24% – Recreational, social activities
36% – Counseling
8% – Senior Center or club
15% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

28% – Little or no outside help
40% – Facilities for meetings, classes, etc.
13% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

72% – Yes
28% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	42%	21%
Academic courses: high school, college	47%	16%
Job related subjects and skills (for paid or voluntary work)	27%	34%
Health related subjects	32%	45%
Consumer education, nutrition	44%	50%
Other home, family life	25%	30%
Esthetic appreciation (non-academic art, literature, music)	51%	28%
Social action training	16%	30%
Community, world affairs	– –	30%
Religion, spiritual development	11%	– –
Hobby and recreational subjects	59%	33%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	33%	35%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

68% – Shortage of financial resources
26% – Lack of interest on part of older people
38% – Shortage of trained staff
21% – Inadequate facilities
52% – Inadequate supportive services (transportation, etc.)
30% – Cost of program to potential participants
16% – Inadequate educational materials for this age group
35% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
52%	27%	21%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
66%	23%	11%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
69%	18%	13%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
64%	28%	8%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
38%	38%	24%	Fear for their personal safety keeps some elderly people from our programs.
71%	8%	21%	Few employers will hire people over 60, no matter what their skills or training.
62%	16%	23%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 4: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 350 UNIVERSITIES AND COLLEGES (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

4% – 5,000 or less
16% – 5,001 - 25,000
11% – 25,001 - 50,000
27% – 50,001 - 250,000
42% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

59% – Public, tax supported
41% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

24% – 1-15
23% – 16.50
17% – 51-100
24% – 101-500
6% – 501-1000
7% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

10% – Male
4% – Very low income, poverty
20% – Adequate income, some limitation
22% – Comfortable income, little limitation
1% – Seriously disabling health problems
5% – Slightly disabling health problems
3% – Living in institution for elderly or disabled
1% – Poor or severe reading handicap
3% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

62% – Short courses, classes, seminars
39% – Discussion groups
14% – Information bulletins, newsletters, mailings
16% – Field trips, visits
13% – Providing books, films, materials
32% – Lecture series
18% – Film series

35% – One day meetings, workshops
6% – Home visits
10% – Individual instruction: lessons, tutoring
8% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

86% – School or college buildings
32% – Community centers
17% – Churches
24% – Public agency buildings (library, city hall, public housing, etc.)
10% – Private agency building (YMCA, hospital, etc.)
17% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

15% – Urban inner-city
34% – Urban residential
18% – Suburban
33% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

19% – None, operated by participants or other volunteers
41% – Part-time of one professional
11% – One full-time professional
29% – More than one full-time professionals

13. USE OF VOLUNTEERS

26% – Yes, mostly from the program participant group
22% – Yes, mostly from other sources
51% – No, have never used
1% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

43% – Our own agency
35% – State, local government
16% – Donated services, voluntary work
25% – National government programs
46% – Participant fees, tuition, dues
10% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

17% – Newsletters, TV, radio, other information services
14% – Recreational, social activities
23% – Counseling
7% – Senior Center or club
6% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

46% – Little or no outside help
26% – Facilities for meetings, classes, etc.
12% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

55% – Yes
45% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	9%	15%
Academic courses: high school, college	48%	18%
Job related subjects and skills (for paid or voluntary work)	18%	25%
Health related subjects	27%	32%
Consumer education, mutrition	27%	37%
Other home, family life	16%	22%
Esthetic appreciation (non-academic art, literature, music)	36%	29%
Social action training	13%	27%
Community, world affairs	– –	27%
Religion, spiritual development	15%	– –
Hobby and recreational subjects	28%	31%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	17%	24%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

71% – Shortage of financial resources
23% – Lack of interest on part of older people
37% – Shortage of trained staff
9% – Inadequate facilities
28% – Inadequate supportive services (transportation, etc.)
41% – Cost of program to potential participants
15% – Inadequate educational materials for this age group
25% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
39%	36%	25%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
52%	35%	12%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
56%	24%	21%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
53%	35%	13%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
33%	43%	25%	Fear for their personal safety keeps some elderly people from our programs.
71%	8%	21%	Few employers will hire people over 60, no matter what their skills or training.
77%	8%	16%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 5: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 895 COOPERATIVE EXTENSION AGENCIES (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

9% – 5,000 or less
42% – 5,001 - 25,000
20% – 25,001 - 50,000
19% – 50,001 - 250,000
10% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

100% – Public, tax supported
0% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

2% – 1-15
10% – 16.50
19% – 51-100
48% – 101-500
11% – 501-1000
10% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

3% – Male
7% – Very low income, poverty
13% – Adequate income, some limitation
6% – Comfortable income, little limitation
0% – Seriously disabling health problems
3% – Slightly disabling health problems
1% – Living in institution for elderly or disabled
2% – Poor or severe reading handicap
4% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

37% – Short courses, classes, seminars
50% – Discussion groups
76% – Information bulletins, newsletters, mailings
24% – Field trips, visits
20% – Providing books, films, materials
15% – Lecture series
13% – Film series

81% – One day meetings, workshops
51% – Home visits
14% – Individual instruction: lessons, tutoring
49% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

28% – School or college buildings
74% – Community centers
53% – Churches
67% – Public agency buildings (library, city hall, public housing, etc.)
19% – Private agency building (YMCA, hospital, etc.)
47% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

5% – Urban inner-city
9% – Urban residential
5% – Suburban
81% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

23% – None, operated by participants or other volunteers
41% – Part-time of one professional
13% – One full-time professional
22% – More than one full-time professionals

13. USE OF VOLUNTEERS

66% – Yes, mostly from the program participant group
19% – Yes, mostly from other sources
13% – No, have never used
1% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

48% – Our own agency
51% – State, local government
22% – Donated services, voluntary work
29% – National government programs
7% – Participant fees, tuition, dues
17% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

69% – Newsletters, TV, radio, other information services
13% – Recreational, social activities
12% – Counseling
9% – Senior Center or club
4% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

15% – Little or no outside help
53% – Facilities for meetings, classes, etc.
7% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

51% – Yes
49% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	4%	6%
Academic courses: high school, college	2%	5%
Job related subjects and skills (for paid or voluntary work)	9%	23%
Health related subjects	49%	38%
Consumer education, nutrition	86%	41%
Other home, family life	63%	26%
Esthetic appreciation (non-academic art, literature, music)	17%	20%
Social action training	9%	1[illegible]%
Community, world affairs	12%	16%
Religion, spiritual development	5%	7%
Hobby and recreational subjects	55%	36%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	23%	32%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

44% – Shortage of financial resources
32% – Lack of interest on part of older people
51% – Shortage of trained staff
21% – Inadequate facilities
43% – Inadequate supportive services (transportation, etc.)
7% – Cost of program to potential participants
24% – Inadequate educational materials for this age group
33% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
42%	38%	20%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
62%	30%	9%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
73%	15%	12%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
78%	15%	6%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
30%	50%	20%	Fear for their personal safety keeps some elderly people from our programs.
64%	10%	26%	Few employers will hire people over 60, no matter what their skills or training.
73%	10%	17%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 6: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 185 LIBRARIES (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

4% – 5,000 or less
12% – 5,001 - 25,000
27% – 25,001 - 50,000
40% – 50,001 - 250,000
18% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

97% – Public, tax supported
3% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

6% – 1-15
15% – 16.50
15% – 51-100
30% – 101-500
13% – 501-1000
22% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

1% – Male
13% – Very low income, poverty
19% – Adequate income, some limitation
8% – Comfortable income, little limitation
6% – Seriously disabling health problems
5% – Slightly disabling health problems
20% – Living in institution for elderly or disabled
10% – Poor or severe reading handicap
8% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

7% – Short courses, classes, seminars
27% – Discussion groups
19% – Information bulletins, newsletters, mailings
9% – Field trips, visits
88% – Providing books, films, materials
18% – Lecture series
61% – Film series

0% – One day meetings, workshops
9% – Home visits
9% – Individual instruction: lessons, tutoring
6% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

5% – School or college buildings
27% – Community centers
15% – Churches
80% – Public agency buildings (library, city hall, public housing, etc.)
26% – Private agency building (YMCA, hospital, etc.)
30% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

11% – Urban inner-city
34% – Urban residential
21% – Suburban
35% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

8% – None, operated by participants or other volunteers
51% – Part-time of one professional
18% – One full-time professional
22% – More than one full-time professionals

13. USE OF VOLUNTEERS

34% – Yes, mostly from the program participant group
37% – Yes, mostly from other sources
25% – No, have never used
5% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

62% – Our own agency
52% – State, local government
18% – Donated services, voluntary work
20% – National government programs
1% – Participant fees, tuition, dues
7% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

16% – Newsletters, TV, radio, other information services
23% – Recreational, social activities
1% – Counseling
8% – Senior Center or club
5% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

35% – Little or no outside help
18% – Facilities for meetings, classes, etc.
22% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

53% – Yes
47% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	26%	25%
Academic courses: high school, college	9%	10%
Job related subjects and skills (for paid or voluntary work)	11%	20%
Health related subjects	20%	28%
Consumer education, mutrition	29%	40%
Other home, family life	14%	7%
Esthetic appreciation (non-academic art, literature, music)	52%	24%
Social action training	5%	16%
Community, world affairs	– –	22%
Religion, spiritual development	17%	– –
Hobby and recreational subjects	61%	23%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	15%	18%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

66% – Shortage of financial resources
32% – Lack of interest on part of older people
48% – Shortage of trained staff
28% – Inadequate facilities
32% – Inadequate supportive services (transportation, etc.)
6% – Cost of program to potential participants
11% – Inadequate educational materials for this age group
33% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
70%	20%	10%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
53%	22%	25%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
71%	17%	12%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
71%	22%	6%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
42%	34%	24%	Fear for their personal safety keeps some elderly people from our programs.
73%	4%	23%	Few employers will hire people over 60, no matter what their skills or training.
69%	12%	19%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 7: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 149 PARK AND RECREATION AGENCIES (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

4% – 5,000 or less
23% – 5,001 - 25,000
28% – 25,001 - 50,000
27% – 50,001 - 250,000
18% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

97% – Public, tax supported
3% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

4% – 1-15
14% – 16.50
15% – 51-100
33% – 101-500
13% – 501-1000
22% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

2% – Male
9% – Very low income, poverty
19% – Adequate income, some limitation
16% – Comfortable income, little limitation
0% – Seriously disabling health problems
5% – Slightly disabling health problems
2% – Living in institution for elderly or disabled
0% – Poor or severe reading handicap
5% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

36% – Short courses, classes, seminars
40% – Discussion groups
34% – Information bulletins, newsletters, mailings
72% – Field trips, visits
28% – Providing books, films, materials
33% – Lecture series
36% – Film series

38% – One day meetings, workshops
7% – Home visits
13% – Individual instruction: lessons, tutoring
3% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

28% – School or college buildings
69% – Community centers
34% – Churches
39% – Public agency buildings (library, city hall, public housing, etc.)
11% – Private agency building (YMCA, hospital, etc.)
4% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

17% – Urban inner-city
23% – Urban residential
37% – Suburban
23% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

13% – None, operated by participants or other volunteers
39% – Part-time of one professional
18% – One full-time professional
30% – More than one full-time professionals

13. USE OF VOLUNTEERS

53% – Yes, mostly from the program participant group
25% – Yes, mostly from other sources
17% – No, have never used
5% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

64% – Our own agency
40% – State, local government
25% – Donated services, voluntary work
14% – National government programs
26% – Participant fees, tuition, dues
15% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

24% – Newsletters, TV, radio, other information services
85% – Recreational, social activities
13% – Counseling
66% – Senior Center or club
36% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

33% – Little or no outside help
25% – Facilities for meetings, classes, etc.
8% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

61% – Yes
39% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	10%	11%
Academic courses: high school, college	7%	9%
Job related subjects and skills (for paid or voluntary work)	12%	27%
Health related subjects	26%	35%
Consumer education, mutrition	26%	38%
Other home, family life	12%	10%
Esthetic appreciation (non-academic art, literature, music)	36%	28%
Social action training	18%	25%
Community, world affairs	– –	19%
Religion, spiritual development	14%	– –
Hobby and recreational subjects	81%	35%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	18%	28%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

64% – Shortage of financial resources
21% – Lack of interest on part of older people
40% – Shortage of trained staff
41% – Inadequate facilities
50% – Inadequate supportive services (transportation, etc.)
20% – Cost of program to potential participants
9% – Inadequate educational materials for this age group
15% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
41%	46%	14%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
72%	18%	10%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
78%	10%	12%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
66%	26%	8%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
40%	49%	11%	Fear for their personal safety keeps some elderly people from our programs.
75%	7%	18%	Few employers will hire people over 60, no matter what their skills or training.
58%	17%	25%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 8: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 541 OTHER COMMUNITY AGENCIES (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

9% – 5,000 or less
15% – 5,001 - 25,000
19% – 25,001 - 50,000
25% – 50,001 - 250,000
42% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

50% – Public, tax supported
50% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

12% – 1-15
22% – 16.50
18% – 51-100
28% – 101-500
6% – 501-1000
14% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

10% – Male
20% – Very low income, poverty
19% – Adequate income, some limitation
16% – Comfortable income, little limitation
10% – Seriously disabling health problems
9% – Slightly disabling health problems
19% – Living in institution for elderly or disabled
9% – Poor or severe reading handicap
8% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

45% – Short courses, classes, seminars
49% – Discussion groups
25% – Information bulletins, newsletters, mailings
32% – Field trips, visits
33% – Providing books, films, materials
34% – Lecture series
31% – Film series

32% – One day meetings, workshops
12% – Home visits
22% – Individual instruction: lessons, tutoring
8% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

31% – School or college buildings
30% – Community centers
24% – Churches
23% – Public agency buildings (library, city hall, public housing, etc.)
27% – Private agency building (YMCA. hospital, etc.)
10% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

22% – Urban inner-city
29% – Urban residential
20% – Suburban
29% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

17% – None, operated by participants or other volunteers
25% – Part-time of one professional
17% – One full-time professional
41% – More than one full-time professionals

13. USE OF VOLUNTEERS

39% – Yes, mostly from the program participant group
37% – Yes, mostly from other sources
21% – No, have never used
3% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS'

50% – Our own agency
33% – State, local government
31% – Donated services, voluntary work
21% – National government programs
21% – Participant fees, tuition, dues
21% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

28% – Newsletters, TV, radio, other information services
35% – Recreational, social activities
38% – Counseling
15% – Senior Center or club
29% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

44% – Little or no outside help
23% – Facilities for meetings, classes, etc.
8% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

62% – Yes
38% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	19%	10%
Academic courses: high school, college	13%	10%
Job related subjects and skills (for paid or voluntary work)	27%	20%
Health related subjects	33%	22%
Consumer education, mutrition	29%	24%
Other home, family life	18%	14%
Esthetic appreciation (non-academic art, literature, music)	30%	22%
Social action training	17%	21%
Community, world affairs	– –	19%
Religion, spiritual development	21%	– –
Hobby and recreational subjects	46%	23%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	22%	23%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

59% – Shortage of financial resources
27% – Lack of interest on part of older people
37% – Shortage of trained staff
22% – Inadequate facilities
34% – Inadequate supportive services (transportation, etc.)
15% – Cost of program to potential participants
10% – Inadequate educational materials for this age group
17% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
52%	34%	14%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
60%	32%	8%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
62%	19%	19%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
57%	31%	12%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
37%	47%	16%	Fear for their personal safety keeps some elderly people from our programs.
71%	10%	19%	Few employers will hire people over 60, no matter what their skills or training.
67%	13%	20%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

TABULATION 9: LEARNING OPPORTUNITIES FOR OLDER ADULTS IN 393 SENIOR AND COMMUNITY CENTERS (See questionnaire for exact wording of questions)

1. POPULATION OF COMMUNITY OR AREA SERVED

14% – 5,000 or less
25% – 5,001 - 25,000
15% – 25,001 - 50,000
30% – 50,001 - 250,000
17% – over 250,000

2. PRIMARY SOURCE OF FUNDS FOR AGENCY

69% – Public, tax supported
31% – Private support

6. NUMBER OF DIFFERENT OLDER ADULTS SERVED IN PAST 12 MONTHS

5% – 1-15
13% – 16.50
16% – 51-100
34% – 101-500
14% – 501-1000
19% – 1001 plus

7. NUMBER OF PROGRAMS IN WHICH THE FOLLOWING POPULATION GROUPS CONSTITUED 61% OR MORE OF THE TOTAL PARTICIPANTS

3% – Male
14% – Very low income, poverty
17% – Adequate income, some limitation
9% – Comfortable income, little limitation
1% – Seriously disabling health problems
7% – Slightly disabling health problems
2% – Living in institution for elderly or disabled
8% – Poor or severe reading handicap
9% – Black, Spanish surname, Oriental or Indian

8. LEARNING METHODS MOST COMMONLY USED IN OFFERINGS FOR OLDER ADULTS

42% – Short courses, classes, seminars
60% – Discussion groups
48% – Information bulletins, newsletters, mailings
61% – Field trips, visits
40% – Providing books, films, materials
40% – Lecture series
47% – Film series

46% – One day meetings, workshops
25% – Home visits
21% – Individual instruction: lessons, tutoring
7% – Radio programs

10. LOCATION OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

21% – School or college buildings
61% – Community centers
25% – Churches
26% – Public agency buildings (library, city hall, public housing, etc.)
18% – Private agency building (YMCA, hospital, etc.)
8% – In home through television, visits, independent study, etc.

11. AREA IN WHICH MOST EDUCATIONAL OFFERINGS TAKE PLACE

28% – Urban inner-city
26% – Urban residential
16% – Suburban
30% – Rural or small town

12. PROFESSIONAL STAFF PERSONS EMPLOYED

24% – None, operated by participants or other volunteers
21% – Part-time of one professional
23% – One full-time professional
32% – More than one full-time professionals

13. USE OF VOLUNTEERS

58% – Yes, mostly from the program participant group
33% – Yes, mostly from other sources
8% – No, have never used
2% – No, tried, but found unsatisfactory

14. MAJOR SOURCES OF FUNDS FOR EDUCATIONAL PROGRAM FOR OLDER ADULTS

50% – Our own agency
41% – State, local government
40% – Donated services, voluntary work
24% – National government programs
19% – Participant fees, tuition, dues
29% – Donated materials, facilities, equipment

15. OTHER SERVICES TO OLDER PEOPLE PROVIDED BY AGENCY

48% – Newsletters, TV, radio, other information services
79% – Recreational, social activities
54% – Counseling
78% – Senior Center or club
58% – Transportation

16. KINDS OF COOPERATION RECEIVED IN PROGRAM FROM OTHER COMMUNITY ORGANIZATIONS

25% – Little or no outside help
25% – Facilities for meetings, classes, etc.
9% – Publicity, recruiting

17. INITIATED ANY NEW EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN PAST 12 MONTHS

74% – Yes
26% – No

18. SUBJECT AREAS MOST IMPORTANT IN PRESENT PROGRAM AND THOSE WHERE NEW OR INCREASED PROGRAMS ARE NEEDED

	Important in Present Program	New or More Needed
Basic education: reading, math, citizenship	13%	15%
Academic courses: high school, college	8%	11%
Job related subjects and skills (for paid or voluntary work)	14%	23%
Health related subjects	46%	35%
Consumer education, mutrition	49%	37%
Other home, family life	20%	16%
Esthetic appreciation (non-academic art, literature, music)	37%	25%
Social action training	26%	26%
Community, world affairs	– –	21%
Religion, spiritual development	19%	– –
Hobby and recreational subjects	74%	25%
Personal development subjects (*e.g.*, public speaking, driving, grooming, personal understanding, etc.)	22%	31%

19. MAIN OBSTACLES TO GROWTH OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

59% – Shortage of financial resources
42% – Lack of interest on part of older people
37% – Shortage of trained staff
30% – Inadequate facilities
16% – Inadequate supportive services (transportation, etc.)
18% – Cost of program to potential participants
17% – Inadequate educational materials for this age group
15% – Locating or contacting audience

20. AGREEMENT OR DISAGREEMENT (BASED ON PERSONAL OBSERVATION AND EXPERIENCE) WITH VARIOUS ASSERTIONS ABOUT EDUCATIONAL WORK WITH OLDER ADULTS

Agree	Disagree	Don't Know	
50%	38%	12%	Many older adults are handicapped by poor reading ability and other basic educational deficiencies.
78%	16%	6%	Many older people feel more comfortable and learn better with others in their own age group, rather than with younger persons.
79%	10%	11%	We know fairly well what other agencies in our community are doing in education or training for the elderly.
73%	24%	3%	It is difficult to interest many older adults in education, training or other learning not directly related to immediate concerns in their daily life.
43%	46%	10%	Fear for their personal safety keeps some elderly people from our programs.
76%	11%	14%	Few employers will hire people over 60, no matter what their skills or training.
58%	20%	22%	Many older people could learn through correspondence courses, television, or other independent study methods, given guidance and attractive, pertinent material.

LEARNING FOR OLDER ADULTS: AN ANNOTATED BIBLIOGRAPHY

Included here are documents related to the development of learning programs for older adults, with a limited number of basic volumes in social gerontology useful in this work. Except as noted, the documents are not available from the Adult Education Association. Please order from the indicated sources. Please note the information at the end of the bibliography for ordering from University Microfilms (those documents with UM numbers only) or from ERIC (those with ED numbers only).

The bibliography is arranged by the ERIC Clearinghouse on Adult Education classification, abbreviated and adapted to cover the field: education and training of older adults.

BIBLIOGRAPHY: LEARNING FOR OLDER ADULTS

0005 Information Sources: Texts, Bibliographies, Periodicals
0100 General Objectives, Legislation
0250 Planning: State and Local
0350 Planning and Study: National
1120 Psychological, Sociological Backgrounds
1300 Participation Studies
1500 Program Planning: Needs Analysis
2280 Instructional Methods
3900 Staff Training
4635 Social Gerontology
5500 Community Service Programs
6500 Occupational Training
6900 Liberal Education
6950 Health
7000 Consumer Education
7050 Arts, Crafts, Recreation
7100 Retirement Planning
7510 Colleges, Universities
7700 Community Colleges
7800 Public Schools
8100 Religious Organizations
8200 Libraries

0005 INFORMATION SOURCES: TEXTS, BIBLIOGRAPHIES, PERIODICALS

0005 A112 **LEARNING FOR AGING.** Adult Education Association, Section on Aging. Ed. by Stanley Grabowski and W. Dean Mason. Adult Educastion Association, 810 18th Street, N.W., Washington, D.C. 20006, 74 365p. $7.50.

Comprehensive, analytical review of programs, research and development in all aspects of education for older adults.

0005 D298 **NEW LEARNING FOR OLDER AMERICANS: AN OVERVIEW OF NATIONAL EFFORT.** DeCrow, Roger. Adult Education Association, 810 18th Street, N.W., Washington, D.C. 20006, 74 120p.

Analysis of present programs and trends in learning for older adults, based on a national survey of educational and informal agencies. Emphasis on subjects of study and roles of various agencies. Classified bibliography with abstracts.

0005 D427 **CONTINUING EDUCATION IN THE LATER YEARS.** Dixon, J.C., ed. Gainesville, Florida, University of Florida Press, 63 124p.

Chapters on: educational needs and interests of older adults; learning abilities; national participation patterns (in the early 1960's); the work of libraries, public schools and universities; description of the educational programs for the elderly in one Florida county; personnel and staff training needs; Federal role in this field.

0005 D674 **EDUCATION FOR LATER MATURITY: A HANDBOOK.** Donahue, Wilma. New York, Whiteside and William Morrow Co., 55 338.

An overview, by various authors, of educational programs for older adults in a wide range of adult education agencies. Includes chapters on learning abilities, teaching methods, program administration and training for work with elderly people.

0005 M113 **EDUCATION: BACKGROUND PAPER FOR THE 1971 WHITE HOUSE CONFERENCE ON AGING.** McClusky, Howard Y. Washington, GPO, 71 30p.

An analysis of the educational needs of the elderly, their present educational status and current program provision. Eight issues in this field are set forth.

0010 A238 **WORDS ON AGING, A BIBLIOGRAPHY.** Administration on Aging, U.S. Department of HEW. Washington, GPO, 70 190p. Order number: 1972-457-48. 75¢

Classified, annotated bibliography on all aspects of aging, intended for practitioners. Covers periodical articles and selected books from 1963 through 1967. Author, subject indexes.

0010 A238a **MORE WORDS ON AGING: SUPPLEMENT, 1971.** Administration on Aging, U.S. Department of HEW. Washington, GPO, 71 107p. Order number: 1762-0040. 55¢

Classified, annotated bibliography on all aspects of aging, intended for practitioners. Covers the years 1968 through 1970. Author, subject indexes.

0010 E832 **EDUCATION FOR AGING: CURRENT INFORMATION SOURCES.** Syracuse, N.Y. ERIC Clearinghouse on Adult Education, 68 14p. ED 019 564.

Bibliography of abstracts of documents related to education for and about aging, largely from the years, 1964-1967. In three sections; learnings abilities of older adults; training programs, pre-retirement and other programs for the elderly.

0010 I59 **COMPREHENSIVE BIBLIOGRAPHY ON EDUCATIONAL GERONTOLOGY, PARTS 1-20.** Institute of Gerontology, University of Michigan-Wayne State University, 71 155p. ED 059 483.

(1) General References: Education for Older People, (2) Educational Programs for Older People, (3) Multipurpose Senior Centers, (4) Recreation for Older People, (5) Preretirement Education, (6) Consumer Education for Older People, (7) Mass Media in Education for Older People, (8) Bibliographies on Education for the Aging, (9) Materials for Old People, (10) Nutrition, (11) Volunteers, (12) Intelligence in Old Age, (13) Learning in Old Age, (14) Teaching Old People, (15) General References: Training, (16) Graduate Training, (17) Training at the Baccalaureate Level, (18) Sub-Professional Training, (19) In-service Training, and (20) Retaining Older Workers. There are no annotations.

0010 J17 **EDUCATION FOR AGING: A REVIEW OF RECENT LITERATURE.** Jacobs, H. Lee and others. Washington: Adult Education Association and ERIC Clearinghouse on Adult Education, 70 110p.

This literature review covers reports on a wide range of behavior patterns relative to the aging process. While most of this work deals with education for aging in terms of adult problems and interests, attention is also given to developments in early life and attitudes which set the pattern for later life characteristics. Chapters focus on learning characteristics and abilities of older adults; existing opportunities and remaining areas of need for education on aging in the educational system; job retraining and other kinds of informal education opportunities; and factors germane to preparing for retirement. Annotated chapter bibliographies (a total of 237 items) also appear.

0010 N277 **CURRENT LITERATURE ON AGING.** National Council on Aging, 1828 L Street, N.W., Washington, D.C. 20036. Quarterly. $3/yr.

Quarterly, annotated bibliography on all aspects of aging, arranged by subject headings.

See also: 1160E36 comprehensive review of adult development with extensive bibliography.

0020 A238 **AGING.** Administration on Aging, U.S. Department of HEW. Bimonthly. Government Printing Office, Washington, D.C. 20402. $4.85/year.

News notes on wide range of topics in aging: legislation; state and local commissions on aging; federal agencies. Conference calendar. Current publications on aging.

0020 I42 **INDUSTRIAL GERONTOLOGY: STUDIES OF PROBLEMS OF WORK AND AGE.** Quarterly. National Institute of Industrial Gerontology, 1828 L Street, N.W., Washington, D.C. 20036.

Research and policy level analysis of middle and old age as related to work roles and retirement. Research notes, book reviews, abstracts of pertinent reports from other sources. Index to issues 12-19, 1972-1973.

0020 I61 **INTERNATIONAL JOURNAL OF AGING AND HUMAN DEVELOPMENT**. Quarterly. Baywood Publishing Co., 43 Central Drive, Farmingdale, N.Y. 11735 $25.

Emphasis is on psychological and social studies of aging and the aged. Research is published from other fields, if it illuminates the "human" side of aging.

0020 J86 **JOURNAL OF GERONTOLOGY**. Gerontological Society, 1 Dupont Circle, Washington, D.C. 20036. Bimonthly. $26 per calendar year, $6 per issue.

Research reports in three sections: biological and medical sciences; psychology and social sciences; social gerontology. Book reviews. Classified, but not annotated, on-going list of current publications in this field.

0020 M445 **MATURE YEARS**. United Methodist Publishing House, 201 8th Avenue, South Nashville, Tenn., 37202. Quarterly. $2.25/yr.

Articles of interest to older adults. Weekly bible lessons and daily meditations.

0020 N277 **NRTA JOURNAL**. National Retired Teachers Association, 701 N Montgomery St., Ojai, Calif. 93023. Bimonthly. $2.

Popular articles on many topics of interest to older people. Notes on NRTA activities and services.

0020 P466 **PERSPECTIVES ON AGING**. National Council on Aging, 1828 L Street, N.W., Washington, D.C. 20036.

Brief illustrated articles, largely on services to the elderly. News on legislation and NCOA activities.

0020 R437 **RETIREMENT LIVING**. 99 Garden St., Marion, Ohio 43302. Monthly. $6/yr.

Articles and features in popular magazine style. Indexed in Readers Guide.

0100 **GENERAL OBJECTIVES, LEGISLATION:**

0100 G226 **SELF-RENEWAL: THE INDIVIDUAL AND THE INNOVATIVE SOCIETY**. Gardner, John W. Harper and Row, 63 141p.

0100 W582 **THE NATION AND ITS OLDER PEOPLE. REPORT OF THE WHITE HOUSE CONFERENCE ON AGING, JANUARY 9-12, 1961.** U.S. Department of Health, Education, and Welfare. U.S. Government Printing Office, Washington, D.C., 61 333p.

Proceedings and recommendations of 1961 White House Conference on Aging. Includes origins, objectives, procedures, lists of participants and delegates from national organizations, program, findings and formal recommendations from sections, including education p. 197-205.

0100 W589 **TOWARD A NATIONAL POLICY ON AGING: FINAL REPORT.** Washington, White House Conference on Aging, 72 2v. 439p.

Proceedings and recommendations of 1971 White House Conference on Aging. Vol. 1: background, planning and structure of the conference; state and local meetings; addresses of various officials and guests; list of participants and delegates from national organizations. Vol. 2: findings and formal recommendations from sections and special concerns groups, including education, p. 1-11.

0150 044 **OLDER AMERICANS COMPREHENSIVE SERVICES AMENDMENTS OF 1973.** Pl 93-29, 93rd Congress. Text.

Provides for: AoA; community and state programs; training and research; multipurpose senior centers; older Americans volunteer program; nutrition program; library services for elderly; community service employment.

0150 S741 **POST-WHITE HOUSE CONFERENCE ON AGING REPORTS, 1973.** Special Committee on Aging United States Senate. U.S. Government Printing Office, Washington, D.C. 73 859p.

A compilation of all recommendations of the White House Conference on Aging, with a summary of what has been done about each and a study panel commentary. Education: p. 83, 84, 217-248.

0150 S741 **DEVELOPMENTS IN AGING: 1972 AND JANUARY - MARCH, 1973.** Special Committee on Aging, U.S. Senate. Washington, GPO (Order number 5271-00346), 73 317p. $1.75.

Comprehensive review of legislation affecting the aging, with Committee and minority recommendations. Reports of actions affecting the elderly from 23 Federal agencies. Survey of Model Cities aging programs. List of previous reports.

See also: 7100C743 act establishing a pre-retirement office in Connecticut.

0250 **PLANNING: STATE AND LOCAL**

0250 P969 **ADULT REFERRAL AND INFORMATION SERVICE IN EDUCATION.** Providence Public Schools, 396 Smith Street, Providence, R.I. 02908, 73.

Guide to education programs, cultural opportunities and guidance services in the Providence area.

0250 V817 **REPORT OF THE FINDINGS: ASSESSMENT OF GERONTOLOGY EDUCATION IN VIRGINIA COMMUNITIES.** Virginia State Department of Education. Richmond, Virginia 23216. 73.

This survey reports educational, recreational and cultural opportunities are available to older adults in most communities. Only two school districts, however, report courses especially for this age group.

0300 A244 **DIRECTORY: SENIOR CITIZENS OPPORTUNITIES AND SERVICES IN RHODE ISLAND.** Adult Education Department, 396 Smith Street, Providence, R.I. 02908. 73.

Directory of senior centers and numerous other services for older adults in Rhode Island, plus an extensive and varied assortment of reprints, guidebooks, recipes, etc.

0300 K16 **REPORT ON ASSESSMENT WORKSHOP ON PROGRAMS FOR OLDER AMERICANS.** Kanun, Clara. Minneapolis, University of Minnesota, Continuing Education, 305 Nolte Center, 55455. 73 11p.

Summary report of meeting of persons and agencies in the Minneapolis area concerned with university services to older adults.

0300 o67 **DIRECTORY OF PROGRAMS AND SERVICES FOR OLDER ADULTS, STATE OF OREGON, BY COUNTIES, 1972.** Institute on Aging, Portland State University, P.O. Box 751, Portland, Oregon 97207, 72, 160p.

List, by county, of agencies providing services, some of them education, to citizens aged 55 and over in Region. Population data for each county.

See also: 1300T166 educational participation of Wyoming older adults; 7510C36 program survey of Ohio higher education; 7700-S251 educational needs in Oregon.

0350 **PLANNING AND STUDY: NATIONAL**

See: Sections 0100; 0150

See also: 7510U72 survey of urban education in state colleges; 8200P378 overview of library services to aging.

1120 **PSYCHOLOGICAL, SOCIOLOGICAL BACKGROUNDS**

1120 J38 **INTELLECTUAL FUNCTIONING IN ADULTS: PSYCHOLOGICAL AND BIOLOGICAL INFLUENCES.** Jarvik, Lissy F. and others, Eds. New York: Springer Publishing Company, Inc., 73. 177p.

Studies and research reviews: longitudinal approaches to adult intelligence; interaction of somatic and psychological changes; methods for collecting meaningful life history material.

1120 L848 **EXPERIMENTAL MANIPULATION OF PERCEPTUAL SET: A LIFE SPAN STUDY.** Long, Atan Bin. Univ. of Wisconsin Ph.D. Thesis, 72 313p. University Microfilms number 72-23322.

Induced perceptual sets among older adults drastically reduced their lists of objects resembling simple outline figures. The radical "mental block" effect among the older subjects, residents of nursing and retirement homes, may be related to their confining physical environment, lack of communication and restricted social activities. Stable vocations and life routines established by age 40 may lead to fewer activities, adjustments and need for new learning.

1160 B618 **RELATIONS OF DEVELOPMENT AND AGING.** Birren, James E., ed. Springfield, Ill., Charles C. Thomas, 64 296p.

Conceptual papers and research reports on adult development. Sections on: biological changes; psychological changes; personality and social processes.

1160 B619 **THE PSYCHOLOGY OF AGING.** Birren, James E. Prentice-Hall, 64 303p.

A comprehensive synthesis of research data on development throughout the adult life cycle. Reviews psychological, social and physiological transformation through the stages of adult life. Includes several chapters on various components of learning ability in adults. Extensive bibliography. 1120/1180/0950/4635.

1160 B862 **PERSONALITY CHANGES IN AGING. A LONGITUDINAL STUDY OF COMMUNITY RESIDENTS.** Britton, Joseph H. and Jean O. Britton. New York, Springer Publishing Co., Inc., 72. 222p.

Older adults in a small, rural, Pennsylvania community were studied over a ten-year period to assess changes and continuity in personality as well as in social roles and expectations. Stability and change were found in the subjects in such intricate patterns that none of the many demographic and personality variables correlated closely with survival, *i.e.*, continuing to live. Educational level and intellectual functioning were among the inconclusive factors studied. There is extensive discussion of personality, measures of its components and research problems encountered in longitudinal studies.

1160 E36 **THE PSYCHOLOGY OF ADULT DEVELOPMENT AND AGING.** Eisdorfer, Carl and M. Powell Lawton, ed. American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036. 73 718p.

Comprehensive, analytical review with recommendations for new research directions by various members of the APA Task Force on Aging. Major sections: foundations of gerontology; experimental psychology; development psychology of aging; clinical psychology of old age; social environment of aging. Includes: Task Force recommendations in various areas, including education and alleged loss of intellectual functioning; extensive data in charts and tables; extensive chapter bibliographies; index.

1160 K921 **PSYCHOLOGICAL BACKGROUNDS OF ADULT EDUCATION.** Kuhlen, Raymond G., ed. Chicago, Center for the Study of Liberal Education for Adults, 63 155p. ED 027 459.

Four papers summarize research related to: (1) adult learning abilities (James Birren); (2) personality development during the adult years (Bernice Neugarten); (3) motivational changes in adulthood (Kuhlen); (4) relation of psychological characteristics to instructional methods in adult education (W.J. McKeachie).

1160 R332 **A COMPARATIVE STUDY OF BEHAVIORAL STYLE AS MEASURED BY THE JOB ANALYSIS INTEREST MEASUREMENT (JAIM) OF RETIRED ADULT PARTICIPATION AND NON-PARTICIPATION IN THE INSTITUTE OF LIFETIME LEARNING, WASHINGTON, D.C.** Reeves, Edgar A., Jr. Ed.D. Dissertation, George Washington University, 70 250p. University Microfilms number 70-19730.

Behavioral style, as measured by the Job Analysis Interest Measurement (JAIM), did not distinguish participants from non-participants in a Washington, D.C. general education program (Institute of Lifetime Learning) sponsored by the American Association of Retired Persons and the National Retired Teachers Association. Though the 125 item JAIM measure of values, preferences and behavior in work situations showed differences based on sex, age, past education, past occupation and marital status, none of these factors discriminated participants from non-participants in the membership of these two organizations. Commentary on retirement socialization, theories of adult education participation and related matters. Comments on modifying the JAIM instrument to this population group.

1180 M113 **FACTORS ASSOCIATED WITH CLOTHING HABITS AND ATTITUDES AMONG OLDER PERSONS.** McFatter, Bobbie L. Cooperative Extension Service, Louisiana State University, 71 6p. ED 027 357.

To determine factors associated with clothing habits and their relationship to social participation among persons 65 and older, interviews were conducted with 100 white people. Association between participation and variables such as attitudes, habits, age, sex, health, education, and income was studied also. There was more participation in the 65-70 years of age group than in the group 71 and older; social activities participated in most were church services, visiting out of town, and visiting neighbors; there was no sex difference in participation; higher levels of education and occupation, as well as fewer problems were major factors in participation. Those with more participation expressed more concern about what others thought of their clothes; had larger average monthly clothing expenditures; and were more likely to plan their clothing purchase, but also more likely to buy on impulse. Families were the most important source of advice about clothing for both groups. Transportation and tiring easily were the greatest problem of those with less participation.

1180 R788 **OLDER PEOPLE AND THEIR SOCIAL WORLD: THE SUB-CULTURE OF THE AGING.** Rose, Arnold M. and Warren A. Peterson, eds. Philadelphia, F.A. Davis Co., 65 391p.

Collection of sociological research studies on various aspects of aging, including participation patterns, family interaction, health, population patterns and mobility, especially in the Midwest. Chapters on the application of research and on the "sub-culture of the aging" concept as an organizing framework for gerontological research.

1180 R822 **SOCIAL INTEGRATION OF THE AGED.** Rosow, Irving. New York, Free Press, MacMillan, 67 354p.

Investigates the influence of residential proximity to other older adults on such factors as: friendship formation; availability of health and other care; relations with family, especially children; role and status loss; social class and general lifestyle. Data are drawn from samples in working class public housing and in middle class apartments and hotels in a metropolitan area. Older people clearly select friends from among their own age group and this is facilitated by concentration of older people in certain neighborhoods. Social class and age grading attitudes function powerfully among older adults.

See also: Sections 4635; 7100.

1300 **PARTICIPATION STUDIES**

1300 R658 **SOCIO-CULTURAL CHARACTERISTICS OF SENIOR CITIZEN PARTICIPANTS IN ADULT EDUCATION ACTIVITIES.** Robinson, Phileon B., Jr. In Adult Leadership, v20 n7 p234-236,258 Jan. 1972.

In a sample of older adults in Utah County, Utah, characteristics which appear to relate to adult education participation include: active in community affairs; healthier; higher income; value education. The population studied was highly unusual in its residential stability, high education levels, remarkable participation rates (80%), and 92% membership in Latter-day Saints Church.

1300 T166 **ADULT EDUCATION AND THE AGED IN WYOMING.** Tanner, Francis H. In Mountain Plains Journal of Adult Education, Vol. 1, No. 1, 1972, p46-52.

Survey of adult education participation (about 10%) of aged (65 and over) in Wyoming in 1971. Chief correlates of participation: still employed, high educational level, higher income, club activity, higher satisfaction with life. Chief sponsoring agencies: churches, other community organizations. Subjects: practical and vocational rather than intellectual. Areas of concern: income, medical care, transportation, nutrition, daily activities and quality of life.

1300 T166 **EDUCATIONAL ACTIVITIES OF WYOMING ADULTS AGED 65 AND OVER.** Tanner, Francis H. Ed.D. Project Report, Department of Adult Education, University of Wyoming, 72 143p. University Microfilms number 72-32801.

Approximately 10% of a 1042 sample participated in education in the past year. Detailed analysis of this participation by: subject studied, method, sponsor, extent of instruction, characteristics of participants. Includes: literature review; comparison with other studies; data and recommendations for Wyoming; extensive, interesting demographic, participation and attitudinal data from a related study of the same population.

See also: 1160R332 work behavior styles related to educational participation.

1500 **PROGRAM PLANNING: NEEDS ANALYSIS**

1500 H498 **A MANUAL ON PLANNING EDUCATIONAL PROGRAMS FOR OLDER ADULTS.** Hendrickson, Andrew. Tallahassee, Florida State University, Department of Adult Education, 73 178p. $2.50.

Selections from various training workshops include: understanding the older adult and his needs; counseling and teaching; practical steps of program development.

1500 H498 **EDUCATION FOR OLDER CITIZENS: SECOND LEADERSHIP DEVELOPMENT INSTITUTE.** Hendrickson, Andrew and George F. Aker. Tallahassee, Fla., Adult Education Department, Florida State University, 71 103p. X.

Contains papers on physiological and psychological aspects of aging, learning conditions and counseling, Florida programs, questionnaire for studying needs, various other materials from a staff training workshop.

See also: 6950A498 five step planning model for chronically ill.

1510 C156 **A SURVEY AND PILOT PROJECT TO MEET THE EDUCATIONAL NEEDS OF SENIOR CITIZENS IN AN URBAN AREA – BREVARD COUNTY, FLORIDA.** Calloway, Pauline and others. Gainesville, Fla. Florida Cooperative Extension Service, University of Florida, 70 66p.

For purposes of educational planning, extensive data were obtained from interviews of 752 citizens 62 or over, on: housing, finances, health, transportation, social contacts and leisure activities; religious and educational needs. Data are broken down by age, sex, educational level and other factors. Large proportions expressed interest in basic and high school level education; morning is the time preferred for classes.

1510 C752 **STUDY OF ADULT EDUCATION PREFERENCES OF OLDER AGE RESIDENTS IN SELECTED RETIREMENT RESIDENCES IN THE DISTRICT OF COLUMBIA.** Conn, Robert Howard. George Washington Univ. Ed.D. Thesis, 72 232p. University Microfilms number 72-19727.

From an interview study of retirement home residents the adult education subjects preferred are: hobbies and recreation, religious education, personal development and home and family life. Preferred days: Monday, Tuesday, Wednesday. Preferred hours: 10 A.M., 2 P.M., 9 A.M. Minor variations were found related to: sex, age, race, educational level, length of residence. Review of literature on educational participation. Interview schedule.

1510 E68 **CHILDHOOD AND SOCIETY.** Erikson, Erik H. Second Edition. New York, W.W. Norton and Co., Inc., 63 445p.

1510 H633 **EDUCATIONAL PLANNING FOR OLDER ADULTS: A SURVEY OF "EXPRESSIVE" VS. "INSTRUMENTAL" PREFERENCES.** Hiemstra, Roger P. In International Journal of Aging and Human Development, 73, no. 2, p147-156.

The right kinds of educational opportunities, if properly planned and administered, will contribute to the welfare of older adults. To provide some planning information and to determine the educational opportunities preferred, a questionnaire survey was carried out with 75 retired persons. They were asked to select those adult

education courses in which they would like to participate. The courses were either instrumental (basic or skill mastery) or expressive (enjoyment or new experiences) in nature. It was found that a greater interest than could be expected by chance was reported toward instrumental courses.

1510 P134 **FACTORS INFLUENCING THE LEISURE INTERESTS OF SENIOR CITIZEN CENTER MEMBERS.** Pageot, Jean Claude. Univ. of Southern California, Ph.D. Thesis, 72 71p. University Microfilms number 73-759.

In a Los Angeles Senior Center few meaningful correlations were found between leisure interests (Guilford-Shneidman-Zimmerman Interest Survey) and personality needs (Edwards Personal Preference Schedule) or various socioeconomic background factors. The participants were largely native American; skilled, semi-skilled or housewife in background; one-third had completed college; predominantly Protestant and Jewish; mediam age 72 for men, 68 for women; most men married, most women not.

1510 Y67 **POVERTY AND LIFE SATISFACTION: A RURAL-URBAN COMPARISON.** Youmans, E. Grant Kentucky Univ., Lexington. Agricultural Experiment Station. 71 19p.

Systematic data on the life satisfaction of persons living in a rural county of the Southern Appalachian Region and in a metropolitan center located outside the region were reported. Data were collected by means of structured interviews with 400 persons who comprised probability samples of men and women aged 20 to 29 and 60 and over. Life satisfactions were assessed by presenting each respondent with 72 statements constituting 24 scales on satisfactions with self, satisfactions with the immediate social environment, and satisfactions in general outlook.

See also: 7510H498 Q-sort study of needs; 7700S251 needs survey in Oregon.

2280 **INSTRUCTIONAL METHODS**

2280 R918 **RETOOLING INFORMATION SYSTEMS FOR AGING.** Rue, Vincent M. In International Journal of Aging and Human Development, Vol. 4. No. 4. 1973. p.361-374.

In an era characterized by rapid rates of change, information escalation, and vast communication networks, little concern has been evidenced on behalf of our aging population and how these forces affect them. This paper stresses the importance of adult developmental learning via continuous informational opportunities to counter the stigma of "social obsolescence" of the aging. In this respect, a tentative theoretical framework is presented. A brief examination is made of the contributions of telephone, radio, and television to the aging process, and how greater imaginative design and coordinated operation of these information systems can better assist older adults.

2630 C532 **AGING AND LEARNING.** Chicago. Mayor's office for Senior Citizens. 72 19p.

Contains a review of experimental studies on learning ability of older adults and seven principles for teaching the elderly, with commentary on the practical implications of each.

2630 L981 **EFFECTS OF TRAINING IN OVERCOMING SET RESPONSES IN MATURE ADULTS.** Lycette, William Hugh. Univ. of Washington, Ph.D. Thesis, 72 150p. University Microfilms number 73-13854.

Using the Belbin Activity method especially suited to training older adults, the experiment attempted to overcome the use of inappropriate set responses in a problem solving situation, using word and numerical exercises of a practical nature. The instruction was effective in both age groups, but younger subjects made better progress than either institutionalized or community living older adults. Older women responded poorly to instruction. Lucid and orderly research review: learning sets; problem-solving in older adults; practical training of middle-aged and older workers; factors influencing learning in older persons. Analytical discussion of the method and findings of this experiment. Descriptions of the learning tasks, other study materials.

2630 S973 **WORKING WITH THE SENIOR CITIZEN AS AN ADULT LEARNER.** Sweeney, Sean M. Durham, N.H., Cooperative Extension Service, University of New Hampshire, 73 15p.

Intended for the teacher, leader or program planner. Pactical suggestions of program topics and teaching methods suited to older adults. Lists of national and local agencies likely to be helpful.

2900 M135 **THE EFFECT OF A GROUP DISCUSSION PROGRAM IN A HOME FOR THE AGED ON THE BEHAVIOR PATTERNS OF THE PARTICIPANTS.** Mason, Wendell Dean. Univ. of Indiana, Ed. D. Thesis, 64 250p. University Microfilms order number 65-2382.

The effect of a group discussion program on the behavior patterns of aged participants was studied. The training program (18 one-hour sessions for six weeks), involved 44 residents (in two groups), ages 60-94 in discussions of applying effective learning conditions to adult education programs in homes for the aged. It was found that over half the participants had been living alone and had entered the home because of health problems. Watching television, and reading newspapers, magazines, religious and historical works, and mysteries were major activities. A positive philosophy of life was expressed. The teamwork checklist showed 43% of participants noted little personal growth, 27.3% much growth, and 11.7% no growth. Results indicate that older adults can achieve meaningful learning, although no observable behavior changes emerged. Diaries proved ineffectual as evaluation devices.

2900 M136 **THE UTILIZATION OF AN ADULT EDUCATION PROGRAM OF GROUP DISCUSSION WITH PARTICIPATION TRAINING TO MEET SELECTED NEEDS OF AGED PERSONS.** Miller, Charles Edward. Univ. of Indiana Ph.D. Thesis, 63 140p. University Microfilms order number 64-5472.

The purpose of this study was to determine the extent to which adult education programs of participation training could supply selected members of a senior citizens' association with increased feelings of self-satisfaction and willingness and ability to communicate feelings, opinions, and attitudes with others. Twenty-one one-hour sessions of group discussion were conducted activate freedom of expression, voluntary participation, sharing in program development, and training in responsibilities of discussion teamwork. Data were collected from 15 participants between the ages of 66 and 74 and 15 between the ages of 75 and 83. The subjective data were grouped according to similar responses and observations and self-satisfaction exhibited by the combined groups was significant; how-

ever, the gain for individual groups was not. Subjective data showed participants were more willing and better able to communicate their feelings, opinions, and attitudes.

2900 S723 **EXPLORATIONS OF SIMULATION AS A RETIREMENT EDUCATION TECHNIQUE.** Sprague, Norman and Sarane Boocock. New York, National Council on the Aging, 67 24p. ED 018 757.

A pilot project explored the adaptation of simulation techniques to four retirement problems – financial position, physical environment (housing choices), health, and social environment (planning and gaining skills before retirement). A preliminary model of a game in retirement finance indicated that the simulation technique is effective among older workers. Research will continue to produce a well-designed sequence of games so that players can arrive at a combination of decisions to fit their needs and resources.

2920 J66 **THE EFFECTS OF ENCOUNTER GROUPS ON SELECTED AGE RELATED VARIABLES IN A VOLUNTEER GERIATRIC POPULATION.** Johnson, Ralph R. Univ. of Miami, Ed.D. Thesis, 70 81p. University Microfilms number 71-19869.

Short encounter groups (eight and eleven hours) produced some improved intellectual functioning (WAIS arithmetic and picture arrangement sub-scales) in residents (mean age 79) of a church sponsored Florida retirement village. Interpersonal relations (FIRO-B), death attitudes (Kalish scale) and visits to infirmary were little affected, though expression of affection improved. Various limitations of the study are discussed as is the extremely conformist interpersonal atmosphere of the retirement village.

3200 D263 **A DESCRIPTIVE STUDY OF TELEVISION IN THE LIVES OF AN ELDERLY POPULATION.** Davis, Richard Harding. Univ. of Southern California, Ph.D. Thesis, 72 297p.

In a study of television use by a sampel of Los Angeles adults 55 years or older, average viewing time (about three hours per day) was slightly less than among the average television viewers, but similar in time and pattern. Most rated television "very important" and were satisfied with program content. Preferences: news, situation comedies, comedy-variety, adventure drama. Less enjoyed: game shows, sports, long movies. Extensive data document differences (seldom great) related to: age, sex, race, marital and work

status, health, income, language, living arrangements and socialization patterns. Literature review, survey forms, other study materials.

3280 G318 **THE AGING: CAN CABLE TELEVISION HELP?** Geller, Robert. In Media and Methods; v9 n3, p61-63, Nov. 1972.

See also: 1160K921 relation of psychological characteristics to instructional methods; 1500H498 practical teaching tips; 6500B426 case studies of skill training for older adults.

3900 **STAFF TRAINING**

3900 H498 **EDUCATION FOR SENIOR ADULTS: LEADERSHIP DEVELOPMENT INSTITUTE.** Hendrickson, Andrew and George F. Aker. Tallahassee, Florida State University, Department of Adult Education, 69 106p.

The objectives of the Education for Senior Adults Leadership Development Institute were: (1) to give understanding of senior adults; (2) to give a sense of the variety of activities that could be built into a program for the aging; (3) to provide help in organizing and administering educational programs for the aging; and (4) to motivate participants to use what they learn when they return to their communities. Addresses covered: an overview of education on aging; sociological aspects of aging; recreation's contribution to education of older adults; physiology of aging; the role of the arts in the education of the aging; the place of the church in the continuing education of the aging; what it means to teach older adults; counseling of older adults; a comprehensive community approach in planning education programs for older persons; and use of the library and other community resources. A general section on evaluation, emphasizes the relationship between evaluation and goals. This is followed by three evaluation forms used during the institute and a bibliography.

3900 K632 **GRADUATE EDUCATION IN AGING WITHIN THE SOCIAL SCIENCES.** Kushner, Rose E. and Marion E. Bunch. Ann Arbor, Univ. of Michigan Division of Gerontology, 67 118p.

Analysis of problems related to developing graduate training in social gerontology. Issues discussed by various authors: separate program or integration into basic disciplines?; objectives and courses of

study; in professional schools; role of research centers; sources of support; others.

3900 S194 **STATEWIDE EDUCATION AND TRAINING PROGRAM IN GERONTOLOGY.** San Jose State College Department of Recreation and Leisure Studies, 71 191p.

Record of training institutes for staff of agencies concerned with service to the elderly. Chief topics: health, emotional and other problems of older people; methods for affecting social policy on aging; services of various state agencies.

3900 S256 **AN ALBUM OF AGING.** Saul, Sulmith. Columbia Univ. Ed.D. Thesis, 72 495p. University Microfilms number 73-2628.

As a resource in teaching human service professionals presents a collection of 26 vignettes, poems, stories and other materials, with suggestions on their use and an introductory review of social gerontological concepts. Contains an extensive review of gerontological literature with practical implications for service to the older adult. The "Album" selections describe true circumstances among the elderly and were reviewed by a panel of experts.

3990 H498 **IMPROVING EDUCATION FOR OLDER ADULTS: THIRD LEADERSHIP DEVELOPMENT INSTITUTE.** Hendrickson, Andrew and George F. Aker. Tallahassee, Fla., Department of Adult Education, Florida State University, 72 117p. ED 064 592.

Contains papers on vocational and pre-retirement planning, agency cooperation in program development, external degree programs, community resources and development, various other materials from a staff training workshop.

4635 **SOCIAL GERONTOLOGY**

4635 A863 **THE SOCIAL FORCES IN LATER LIFE: AN INTRODUCTION TO SOCIAL GERONTOLOGY.** Atchley, Robert C. Belmont, California, Wadsworth Publishing Co., Inc., 72 341p.

A basic introductory text on social gerontology for the student. Covers the biological, psychological, and social aspects of aging and societal influences on the older person. Bibliography, glossary, index.

4635 B619 **HANDBOOK OF AGING AND THE INDIVIDUAL: PSYCHOLOGICAL AND BIOLOGICAL ASPECTS.** Birren, James E., ed. University of Chicago Press, 59 939p.

Compilation and synthesis of research findings on various aspects of aging, in four sections: theoretical foundations of aging research; biological aspects; environmental settings; psychological characteristics. Extensive bibliography.

4635 B789 **FOUNDATIONS OF PRACTICAL GERONTOLOGY.** Second Edition - Revised. Boyd, Rosamonde R. and Charles G. Oakes, Eds. University of South Carolina, Columbia, 73 296p.

A collection of essays focussed on the "practical" side of gerontology, from the theoretical to the more practical. Essays cover the sociology of aging, medical aspects, psychological and psychiatric aspects, the economics of old age, and special programs offered in pre-retirement, volunteerism, by churches and retirement villages.

4635 C214 **A FUTURE FOR THE AGED: VICTORIA PLAZA AND ITS RESIDENTS.** Carp, Frances Merchant. Austin, Tex., University of Texas Press, 66 287p.

A study of 352 residents of a low-cost housing project for the elderly. Interviews before and after moving into the project revealed the reactions of the residents to the physical facility, various services and the inter-personal relations of the community. Included was a Senior Center with some educational programs.

4635 C594 **CULTURE AND AGING: AN ANTHROPOLOGICAL STUDY OF OLDER AMERICANS.** Springfield, Ill., Charles C. Thomas, 67 478p.

An intensive study of 435 elderly people in San Francisco, some living in the community with no history of mental illness, others in mental hospitals, and others who have been discharged from hospitals. Various adjustment styles are revealed between and among the three groups, with cultural norms exerting a powerful, but differing, influence. Attitudes about their own educational background differ sharply among the groups. There is wide-ranging comparison with anthropological data from other societies.

4635 C978 **NOBODY EVER DIED OF OLD AGE.** Curtin, Sharon R. Little, Brown, 72 228p.

Descriptions, from personal acquaintance, of the lifestyles of various elderly persons.

4635 D263 **AGING: PROSPECTS AND ISSUES.** Davis, Richard H. and Margaret Neiswender, eds. Ethel Percy Andrus Gerontology Center, University of Southern California, Los Angeles, 73 101p.

Essays on aging touching on psychology, mental health, physiology, sociology, family, environment, ethnicity and social policy.

4635 D278 **THE COMING OF AGE.** de Beauvoir, Simone. Putnam's 72 585p.

Comprehensive compilation of information on all aspects of aging, from all cultures and all time periods. Copious illustration from the handling of aging in world literature and in the lives of famous people. The very great burdens of old age are caused, in large part, by fundamental disorders in the social system. Monumental.

4635 F315 **AGING WITH HONOR AND DIGNITY.** Field, Minna. Springfield, Ill., Charles C. Thomas, 68 204p.

General introduction to the status of older people, with chapters on economic condition, health, family relations, living arrangements, leisure and the role of social work. Brief description of exemplary educational programs, p. 137-140.

4635 F368 **THE AGED, THE FAMILY AND THE COMMUNITY.** Field, Minna. New York, Columbia University Press, 72 257p.

General overview of the status of the elderly: numbers, family and inter-generational relations, finance, health, role of social work, use of leisure.

4635 J76 **YOUNG TILL WE DIE.** Jones, Doris and David Jonas. New York, Coward, McCann & Geoghegan, Inc., 73 316p.

A discussion of the youth cult today, the technological advances in communications and its ramifications upon the older adult and their subsequent loss of function. Authors discuss the physical, psychological and social consequences of the loss of function

engendered by the "tyranny of youth." Authors also discuss political action, pre-retirement, and an educational campaign to acquaint the elderly with their still useful role in society, and to acquaint society of the usefulness of the older adult.

4635 K724 **SOCIAL GERONTOLOGY.** Koller, Marvin R. Random House, 68 176p.

4635 R346 **AGING AND SOCIETY: VOLUME ONE, AN INVENTORY OF RESEARCH FINDINGS.** Riley, Matilda White and Anne Foner. New York, Russell Sage Foundation, 68 636p.

Condenses and organizes social science research findings on middle and old age. The propositions, empirically based generalizations, are presented in outline form, with supporting data in abstract form, often in tables, charts or graphs. Extensive supporting bibliography. The four sections are: sociocultural contexts (population, work, finance, education, housing, the family); the organism (mortality, physical and behavioral changes); personality; social roles. The education section contains data on educational attainment, trends in educational level by age and a summary of adult education participation.

4635 S528 **OLD PEOPLE IN THREE INDUSTRIAL SOCIETIES.** Shanas, Ethel and others. New York, Atherton Press, 68 478p.

Cross national survey of living conditions and behavior of elderly people in Denmark, Britain and the U.S., based on strcutured interviews of samples of non-institutionalized adults, aged 65 and over. Purpose of the study was to provide more accurate information as a guide to formation of social policies and to cast light on the integration versus segregation theories in social gerontology. The study focussed on the following areas: physical capacities and health attitudes; welfare and medical services; family relationships; work and retirement attitudes and experience; financial resources.

4635 S643 **AGING IN AMERICA.** Smith, Bert Kruger. Boston, Beacon Press, 73 239p.

Uses vignettes from the lives of older people to present information, attitudes and an outline of elderly serving programs. Intended for the elderly, their families and those working with them.

4635 T369 **HANDBOOK OF SOCIAL GERONTOLOGY: SOCIETAL ASPECTS OF AGING.** Tibbitts, Clark, ed. University of Chicago Press, 60 770p.

4635 W361 **WE, THE AMERICAN ELDERLY.** U.S. Department of Commerce, Census Bureau, 73 16p. GPO, Washington, D.C. 20402. 40¢

Demographic data on the elderly from 1970 census. Tables, charts, maps.

4635 W726 **LIVES THROUGH THE YEARS: STYLES OF LIFE AND SUCCESFUL AGING.** Williams, Richard H. and Claudine G. Wirths. New York, Atherton Presss, 65 298p.

Based on an operational definition of successful aging, this case study of 168 older adults in Kansas City over a five year period reveals various styles of adjustment. Extensive illustration of how the least to most successful agers in the various styles approach a number of typical life tasks of old age.

4645 S251 **AS WE ARE NOW.** Sarton, May. New York. W.W. Norton & Company Inc., 73 134p.

Portrays the quiet intelligence and resolution of a retired high school teacher, trying, unsuccessfully, to maintain some semblence of her former life in a drab nursing home.

4655 L864 **WIDOWHOOD IN AN AMERICAN CITY.** Lopata, Helena Z. Cambridge, Schenkman Publishing Co., Inc., distributed by General Learning Press, 250 James St., Morristown, N.J., 73 369p.

A sociological study of 301 widows over 50 years of age in the Chicago area. The author covers in great detail the various factors affecting the widow, her attitudes towards these factors, her change in status, her adjustment to the new social status, and her relationships with kin, children, friends and the community. The author's research is extensive and detailed touching on all aspects influencing the widow's attitudes including societal factors such as racial or ethnic affliation, education, occupation, financial status, health and age. Extensive tables, interview schedule.

See also: 1160E36 comprehensive research review on adult development; 1180R788 sociological research on sub-culture of aging; 6500-S549 employment status of older workers.

5500 COMMUNITY SERVICE PROGRAMS

5500 B815 **BENEFIT ALERT: OUTREACH PROGRAM FOR THE AGED.** Brody, Stanley J.; and others In Social Work; v17 n1 p14-23 Jan 1972.

Benefit Alert helps the low-income aged of Philadelphia take advantage of benefits under existing state and federal legislation. An implicit goal of the project was to test a governmental agency's ability to be an advocate for the poor.

5500 Eas13 **SENIOR POWER: A CASE STUDY IN EDUCATION FOR AGING.** Easter, Maud Pilkington. In Adult Leadership, Sept. 1974, p81-84.

ACCORD, a community development program for senior citizens in Onondaga County, New York, has involved one-fourth of the older adults and a wide range of organizations in efforts to improve the lives of the elderly. Most merchants allow ACCORD discounts. Philosophy and operational procedures are described.

5500 K21 **CONTINUING EDUCATION FOR OLDER ADULTS: A DEMONSTRATION IN METHOD AND CONTENT.** Kauffman, Earl. Lexington, Univ. of Kentucky Council on Aging, 67 27p.

Describes a demonstration project to develop four community-based educational programs for the elderly in small Kentucky cities. With community colleges as the organizational base, the program planning process involved: educational needs and community resource surveys; recruiting indigenous leaders; developing program content and materials; evaluation. There are evaluative comments (favorable) from participants and staff analysis. Developing community change was an explicit purpose of the project.

5500 N567 **LAY ADVOCATE TRAINING PROGRAM ANNUAL REPORT JULY 1, 1972 - JUNE 30, 1973.** New York City Office for the Aging, 250 Broadway, New York, N.Y. 10007, 73. 50p. Unpublished.

In the New York City Office for the Aging, this project worked to enable older adults to obtain their rights in housing by training lay advocates. First year activities related to four goals: design and test training for lay advocates; list organizations providing housing services; develop training materials and an information clearinghouse; plan extension to other fields of concern to the aging.

5500 T464 **RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE.** Thune, Jeanne M. and Sebastian Tine. Nashville, Senior Citizen, Inc., 66 142p. ED 011 620.

This project sought to demonstrate the capability of older adults to begin new careers as leaders in community services. Project staff offered five 3-month training institutes in community service. The curriculum included orientation to the program and services of Senior Citizens, incorporated, and classwork covering (1) psychology of group and individual behavior, (2) structure of community agencies and methods of organizing sources. (3) understanding of recreation, interviewing, and public information and (4) included supervised field practice under a project staff member or an agency supervisor. Biographical data and personality traits were identified as reliable predicators of satisfactory performance in community service. The project also confirmed the existence of great latent interest among older adults in entering community service. Four illustrations, six references, sample case histories, and an evaluation scale.

5520 A188 **RECOMMENDATIONS FOR DEVELOPING RSVP, RETIRED SENIOR VOLUNTEER PROGRAM.** ACTION, Older Americans Volunteer Programs. Washington, GPO, 71 188p and 5 appendices. Stock number 5600-0001.

Report of a background study, including analysis of operating programs in core city, suburban and rural areas, to develop guidelines and procedures for senior volunteer programs. Recommendations, often with alternatives, range from national to local level and across all the problems encountered in setting up a national program: staffing, finance, criteria for sponsorship, and program development from recruiting to evaluation of results. Recommendations for volunteer training suggest orientation and in-service experiences rather than formal training, except for highly specialized purposes. Appendices contain: descriptions of operating programs, bibliography, lists of persons and agencies contacted.

5520 A188 **SCORE. SERVICE CORPS OF RETIRED EXECUTIVES. COUNSELOR'S GUIDEBOOK.** ACTION. Washington, ACTION, 72 53p. ED 070 944.

This guidebook, designed for the use of SCORE volunteers, is intended to familiarize new counselors with SCORE operations and to provide reference material to assist them in handling cases.

5520 A788 **RETIRE TO ACTION: A GUIDE TO VOLUNTARY SERVICE.** Arthur, Julietta K. Abingdon Press, 69 254p.

Advice on how to find satisfying voluntary personal service opportunities after retirement. Describes many programs, local and national, public and private, with sources of further information.

5520 G244 **THE OLDER AMERICAN: NEW WORK, NEW TRAINING, NEW CAREERS.** Gartner, Alan. Gainesville, Fla., University of Florida, 69 11p. ED 072 198.

College programs should be developed for older workers engaged in second careers, with credits for life experience, work experience, and previous learning to decrease the length of time required for a degree. Entry points into education or careers should be open to all ages. School and work should be seen as operating in tandem and not sequentially. What is new is the concern for adults, the use of equivalency devices, and the interest in human services jobs. Some programs for older workers in human service areas are cited.

5520 S132 **SERVE: OLDER VOLUNTEERS IN COMMUNITY SERVICE.** Sainer, Janet S. and Mary L. Zander. New York, Community Service Society of New York, 71 367p. ED 058 552.

Detailed report of all aspects of a large city demonstration program to use older adults as volunteers in various agencies, especially the Willowbrook Home for the Retarded. Training (p. 86-100), in - rather than pre-service in order not to inhibit the enthusiasm of new volunteers, involved: orientation, individual supervision, group meetings centered on the trainees' needs; and institutes for those with 50 hours of service.

6500 **OCCUPATIONAL TRAINING**

6500 B426 **PROBLEMS IN ADULT RETRAINING.** Belbin, Eunice and R. Meredith Belbin. London, Heinemann. Obtain from National Council on the Aging, 1828 L Street, N.W., Washington, D.C. 20036. 72 208p.

Case studies of training middle-aged and older workers, primarily in industrial skill training, but including literacy and community development work. Considers the age-related factors which affect training. Practical advice on methods and techniques suited to this group.

6500 J65 **FACTS AND FALLACIES ABOUT THE OLDER WORKER.** John F. Kennedy Family Service Center, Charlestown, Mass., 69 102p. ED 052 290.

Describes a demonstration project in Boston to recruit, place in employment and follow-up older (45 or over, average 60) unemployed or underemployed workers. Mounted by a multi-service center, the project was successful in cost-benefit terms, but encountered many difficulties. For various reasons, training was not an important part of the program. Various recommendations for training programs are included.

6500 N277 **NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER.** Washington, National Council on the Aging, 66 772p. ED 016 111.

The Conference aimed to: identify successful programs and techniques: identify gaps in knowlege and services; chart directions for needed research and action. A transcript of the following sessions is given – (1) community action on older worker training and employment (2) reaching out to find and motivate the hard-core unemployed older worker; (3) selection for training; (4) the role of personal counseling and supportive services; (5) new fields of employment and vocational training for older workers; (6) basic education for adults; (7) vocational training for adults; (8) age restrictions in hiring; (9) employment services for older women.

6500 S549 **NEW PERSPECTIVES ON OLDER WORKERS.** Sheppard, Harold L. W.E. Upjohn Institue for Employment Research, 1101 17th St., N.W., Washington, D.C. 20036, 71 90p.

Overview of the employment status of older workers and the various factors related to their declining participation in the labor force. Study of age and migration patterns of urban women. Comments on the second career movement among factory workers with research findings on candidates for new careers. Commentary on how social science research can make a more meaningful contribution to industrial gerontology.

6500 S549 **WHERE HAVE ALL THE ROBOTS GONE? WORKER DISSATISFACTION IN THE '70's.** Sheppard, Harold L. and Neal Q. Herrick. New York, The Free Press, 72 222p.

Varying degrees of job discontent were documented in a large interview study of blue collar workers. This discontent was related to numerous variables: age, sex, income, work characteristics, education, social, racial and political attitudes, with emphasis on younger workers who are most dissatisfied. Chapter 9: less dissatisfaction was expressed by older workers, but many are dissatisfied with their lives in general. Among those over 40, likely candidates for second career training were contrasted with others. Socio-psychological factors and job characteristics are more significant than inadequate pay. Chapter 10: a second career program at Columbia University for professional workers. Part 5: discussion and examples of work enlargement, training and other remedial measures.

6570 C712 **THE SECOND TIME AROUND: FINDING A CIVILIAN CAREER IN MID-LIFE.** Collings, Kent J. Carroll Press, Cranston, R.I. 02920, 71 180p.

Practical advise on all aspects of developing a second career. Sample forms and letters for job searching. Case histories of successful efforts. Bibliography.

6570 G449 **THE FAMILY CIRCLE BOOK OF CAREERS AT HOME.** Gibson, Mary Bass. Chicago, Cowles Book Co., Inc., 71 298p.

For women. How to initiate, develop, and maintain a business at home. Practical information on money management, organization, advertising, sales, production, and how to co-exist with family and business. Much emphasis on the part-time nature of this career.

6570 085 **NEW CAREERS FOR OLDER PEOPLE.** Osterbind, Carter C., Ed., University of Florida Press, Gainesville, 71 110p.

Role changes related to age; changing employment patterns which evoke second career thinking; development of industrial gerontology. Reports of remedial programs: OEO programs for elderly poor; training for paraprofessional work in education; an employment service; promotion of part-time work; re-training in the Penn Central railroad. All efforts report success, the accounts range from descriptive to technical research evaluations. Strategies for more useful research and development in age related problems.

6570 S841 **STARTING OVER.** Stetson, Damon. Macmillan 71 258p.

Anecdotal accounts of many people, some famous and most of them privileged, who took up new careers. Advice on: special problems of women; employment services; new jobs at retirement age.

6575 K29 **SECOND CAREERS: A SELECTED BIBLIOGRAPHY.** Kelleher, Carol H. National Council on the Aging, Inc., 1828 L Street, N.W., Washington, D.C. 20036, 73 13p.

Annotated guide to research and practical reports on: mid-career changes; new careers for retiring military; post-retirement careers in part-time paid or voluntary service.

See also: 0020I42 industrial gerontology; 1160R332 work behavior styles related to educational participation.

6900 **LIBERAL EDUCATION**

6900 A671 **AESTHETICS EDUCATION FOR THE ELDERLY.** Archer, Sara K. In Journal of Education v152 n2 p75 Dec. 1969.

6900 B961 **AN AGENDA FOR ACTIVISM.** Butler, Robert N. In International Journal of Aging and Development, 73, no. 2, p. 167-171.

To survive, the people and the institutions of a society, sometimes must work hand in hand. However, when the people's needs are constantly ignored, nothing short of action will solve the problems. The elderly are urged to actively become more involved in political, legal, community, and other social problems which affect their daily lives. An "Agenda for Activism" is presented, encompassing many areas of life.

6900 J720 **EDUCATION COMES TO YOU.** Johnson, E.A. In Florida Adult Educator; v21 pl3 Spr. 71.

Instructors bring non-credit classes to senior citizen complexes, community centers, apartment and co-op complexes.

6900 L838 **ART AND THE ELDERLY.** Lolmaugh, Joan. In Perspectives on Aging, July 1, 1973, p. 14-18.

Purposes and value of art education for the elderly and description of a course in a Senior Center.

6900 M817 **LIBERAL EDUCATION FOR THE OLDER ADULT.** Moody, Harry R. In International Jrl. of Continuing Education and Training, Winter, 1974 p. 291-301.

Describes community college courses in current events and comparative religion in a New York Senior Center and retirement hotel. Salient considerations: affective needs; diverse educational backgrounds; handling threatening issues; learning motivations centered in the present and in reflection on past.

6900 S217 **A STUDY OF CHANGES IN ART ATTITUDES AND GRAPHIC EXPRESSION AMONG THE RETIRED: AN EXPERIMENTAL PROGRAM IN ART EDUCATION.** Sanders, William H. Univ. of Indiana Ed.d. Thesis, 65 158p. University Microfilms order number 66-3131.

To determine the extent to which a program of art experiences could cause a positive change of attitude toward art, artists, and art and the self; a positive change in graphic expression; and a change in participation and involvement, fifteen retirees participated in a 10-day art program. An attitude scale was administered at the first and last meetings of the hour and one-half long sessions. Two and one-half months later, a followup test was given. The participants' attitudes toward art did not change to any significant degree. Attitudes toward artists changed most significantly during the ten days then dropped slightly at the delayed post-test. Attitudes toward art and the self showed a slightly greater change during the ten days and increased to the .01 level of significance for the delayed post-test. The study of art appears to have little effect in changing attitudes toward art when discussion alone is used.

6900 S224 **SENIOR STUDIES: AN ADULT EDUCATION PROGRAM FOR THE ELDERLY OF THE CHICAGO UPTOWN AREA.** Sanfield, Ronald. City of Chicago Department of Human Resources, 71 20p.

Describes a series of classes, in cooperation with a community colleges, on: music, decorative arts, current events (based on *Time* magazine), creative writing and current history. Factors influencing success were: promotional effort, physical location, teaching style, costs.

6900 W517 **THE YOUTH-AGE SYNDROME.** University of West Florida, 73. 59p.

Youth and older adults met together to discuss their mutual psychological characteristics and the role of the humanities in their lives. 7510/Fla.

6950 **HEALTH**

6950 A498 **A MODEL FOR PLANNING PATIENT EDUCATION.** American Public Health Association. Committee on Educational Tasks in Chronic Illness.

A five step model, from identifying needs to program evaluation, is outlined for planning educational programs for chronically ill patients and their families.

6950 A966 **ALTERNATIVES TO LONG-TERM INSTITUTIONAL CARE.** Atelsek, Frank and others. Washington, American University Development Education and Training Research Institute, 72 393p.

A comprehensive analysis of how to handle the problem of very long-term sickness. Includes: examination of present health programs, including an inventory of Federal programs, many of which contain educational components; proposed alternatives; suggested demonstration projects, including (p. III-57-61) several for adult education and library services; report of an expert conference, with task force reports.

6950 F324 **LIVING TO BE A HUNDRED: A STUDY OF OLD AGE.** Felstein, Ivor. Newton Abbot, Great Britain, David and Charles Ltd., 73 200p.

A study of people in their eighth, ninth, and tenth decades and the factors contributing to their reaching such a great age.

6950 H873 **KEEPING YOUNG & LIVING LONGER. HOW TO STAY ACTIVE & HEALTHY PAST 100.** Hrachovec, Josef P. Los Angeles, Sherbourne Press, 72 244p.

An analysis of the means of prolonging life through nutrition, exercise and relaxation. Especially concerned with the problems of heart disease, high blood pressure, diabetes and weight control. Tables and an appendix on "How to Survive a Heart Attack."

6950 M693 **FOR PATIENTS SAKE.** Moe, Mildred I. Geriatric Care, (Drawer C, Loring Station, Minneapolis, Minn. 55403), 72 61p. $4.95.

Guide for nursing care of elderly, including patient communication and teaching as preventive nursing.

6950 P832 **THE ROLE OF THE GRANDPARENTS.** Pretty, P.L. In Adult Education (London), 1973, p383-386.

Older adults were trained in the grandparent role as a means of reducing accidents among the elderly. Psychological unease, caused by lack of a clearly defined and accepted role, contributes to accident-proneness among older people. The grandparent role is significant and respected by reference groups meaningful to the elderly.

6950 S877 **GETTING OLDER & STAYING YOUNG.** Stonecypher, D.D., Jr. New York, W.W. Norton & Co., Inc., 74 352p.

How to have a healthier and happier old age. Discussion centers around the psychological factors of senility, fear of old age, and fear of death. Some discussion of health problems and remedies. Also touches on social activity and retirement "blues" in old age. Political activism as a solution to many of the problems of old age engendered by society (poverty, pensions, etc.).

6950 W658 **AN EVALUATION OF A COMMUNITY STROKE EDUCATION PROGRAM.** Wigley, Richard Russell. Southern Illinois Univ. Ph.D. Thesis, 72 170p., appendices. University Microfilms number 73-6258.

A six month "educational" campaign, mass media saturation plus a speakers bureau operating through churches, clubs and other community organizations, caused little change in knowledge or attitudes. A semantic differential scale based on "personal readiness" and "social acceptability and prominence" and a knowledge inventory were used in pre- and post-data collecting from a sample of Macon County, Ill. residents. Minor variations were found related to sex, residence, occupation, other variables. However, the oldest group was most affected, presumably because most concerned about stroke. Literature review on conceptualization and research methods in community health education. Inventory and other study materials.

7000 CONSUMER EDUCATION

7000 B849 **LEGAL RIGHTS OF THE ELDERLY.** Brickfiled, Cyril F. and Alfred Miller, Co-Chairman. Practising Law Institute, 1133 Avenue of the Americas, New York, N.Y. 10036, 74 160p.

Prepared from seminar on the Legal Rights of the Elderly. Concerns itself, in outline form with an overview of real estate, housing, estate planning, business transfers at retirement or death, legal services being offered at income levels of the elderly, age discrimination and nursing home problems. A largely superficial covering of many points designed to bring attention of the elderly and their lawyer to the points.

7000 C949 **THE DEVELOPMENT OF GUIDELINES FOR A DRIVER IMPROVEMENT PROGRAM FOR RESIDENTS OF A RETIREMENT COMMUNITY.** Crosier, James Lee. New York Univ. Ed. D. Thesis, 72 186p. University Microfilms number 72-20668.

A detailed outline is presented of a course for older drivers, with materials for student and teacher and commentary on teaching methods. The outline is based on a study of driving habits and problems of over-65 residents in a Sun City retirement community: extent and kinds of driving; problems in driving; accident and violation records; knowledge and skills. Driving is still extensive in this group; habits differ by sex; night driving and backing are problems. Literature review [illegible] education among older adults. Tests, interview sch[illegible]dy materials.

7000 D261 **CONSUMER AIDES – NEW HELP FOR SENIOR CITIZENS.** Davis, Kathy In Extension Service Review; v42 n10 p12-13 Oct 1971.

Describes the activities of the Vermont Consumer Aide Program. Volunteers, mostly older lower income persons, visit the less advantaged elderly and acquaint them with various aid programs, consumer information, and offer help for individual needs.

7000 D839 **BILLION & SWINDLE.** Ducovny, Amram. Fleet Press, 156 Fifth Avenue, New York, 69 252p.

7000 K52 **HIGHLANDS COUNTY FLORIDA EXTENSION HOME ECONOMICS SURVEY IN SELECTED HOUSING AREAS.** King, Emily and Jo Townsend. University of Florida, Cooperative Extension Service. Unpublished.

A sample survey in five housing developments in Florida used volunteer interviewers to investigate the characteristics and participation patterns of homemakers. High interest is indicated in various forms of homemaking programs, especially in daytime hours. A male homemaking units is suggested, since the 11% men in the sample are interested in extension work.

7000 032 **AN APPROACH TO CONSUMER EDUCATION FOR ADULTS.** Office of Consumer Affairs, Executive Office of the President, 73 37p.

Guide to program development in consumer education, with brief reference to special problems of the elderly. Includes lists of publications, agencies, including Federal, serving the consumer.

See also: 1180M113 clothing habits of older people; 6950P832 grandparent training for safety purposes.

7050 **ARTS, CRAFTS, RECREATION**

7050 H255 **WRITING WORKSHOPS FOR OLDER ADULTS.** Harding, Gene. In Adult Leadership; v19 n 10 p329-330 Apr 1971.

7050 M547 **ACTIVITIES FOR THE AGED AND INFIRM: A HANDBOOK FOR THE UNTRAINED WORKER.** Merrill, Toni. Springfield, Ill., Charles C. Thomas, 67 372p.

Practical guide to developing recreational activities for residents of nursing homes or other facilities for older adults. Includes sections on work with handicapped. Checklists, diagrams, recipes and all manner of helpful advice – from engaging the interest of the resident to evaluation of the activity. Section on recruitment and use of volunteers.

7050 M547a **SOCIAL CLUBS FOR THE AGING.** Merrill, Toni. Springfield, Ill., Charles C. Thomas, 73 299p.

Practical guide to developing social activities for older adults. Sections on how to initiate the effort, how to lead groups, with an introductory overview on the status and characteristics of older people and an extensive compendium of sample programs.

7050 M958 **RECREATION IN NURSING HOMES.** Mullen, Dorothy A. Arlington, Va., National Recreation and Park Association, 70 35p.

Practical guide to developing arts; crafts, and recreation programs in nursing homes.

7100 **RETIREMENT PLANNING**

7100 B787 **HOW PRE-RETIREMENT PLANNING WORKS: A GUIDE FOR PROGRAM PLANNERS.** Bowman, Donald L. Drake University Pre-retirement Planning Center, Des Moines, Iowa, 72 48p.

Outline for pre-retirement course. Registration and evaluation forms. Bibliography. Demographic data on older adults.

7100 B937 **THE RETIREMENT HANDBOOK.** Buckley, Joseph C. New York, Harper and Roe, 71 357p.

A popular compilation of information, commentary and other guidance on planning for retirement. Health, income planning, leisure activities, starting a small business, chapters on various retirement areas and similar subjects. Passing mention of education and use of libraries, p. 143, 144.

7100 C294 **RETIREMENT.** Carp, Frances M., ed. New York, Behavioral Publications (2852 Broadway), 72 409p.

Investigators from sociology, anthropology, human development and other disciplines review research findings to formulate theoretical models for viewing the retirement process. R. Meredith Belbin (Chap. 6) reviews studies of learning ability and performance of older adults and suggests maintenance and development of capability as an approach to successful retirement adjustment. William Mitchell (Chap. 7) advocates direct pre-retirement training. Many chapters are good research reviews; extensive bibliography.

7100 C682 **AN IDENTIFICATION OF DIFFERENCES BETWEEN PARTICIPATING AND NON-PARTICIPATING AUTOMOBILE WORKERS IN A PRE-RETIREMENT PROGRAM.** Cokinda, Robert Milton. Wayne State Univ. Ph. D. Thesis, 72 300p. University Microfilms number 73-12494.

In a study of voluntary participation in pre-retirement education in an automibile company factors significantly associated with participation included: younger; male; married; non-working wives; higher education, job and income level; more recent exposure to educational experience; more sources of information about the program; convenient time, place, transportation; nearness to retirement; more active life; habit of planning ahead; thought or planning for retirement; others. Numerous other factors seemed less significant, including attitudes toward job and retirement. Extensive review of pre-retirement education research. Overwhelmingly workers do not choose to participate; non-participation is often as high as 90%. Questionnaire, other study materials.

7100 C743 **AN ACT ESTABLISHING A PRE-RETIREMENT OFFICE.** Connecticut Department on Aging, 72.

Text and proposal for operation of a pre-retirement program in the Connecticut Department on Aging. 0150

7100 C769 **HOW TO AVOID THE RETIREMENT TRAP.** Cooley, Leland and Lee Cooley. Los Angeles, Nash Publishing Co., 72 281p.

Practical information and advice on retirement problems.

7100 D249 **NOT QUITE READY TO RETIRE. 351 JOBS AND BUSINESSES FOR OLDER WORKERS.** David, William. New York, Collier Books, 70 147p.

7100 D761 **A PROGRAM TO PREPARE OLDER WORKERS FOR RETIREMENT AND INTEREST COMMUNITY GROUPS IN THE PRE-RETIREMENT PLANNING.** Drake University Pre-Retirement Center, 68 202p. PB 199 495.

The Drake Project is conducting sessions implant through released-time arrangements, often in cooperation with the recognized bargaining agent. Other sessions are held at the University with participants from the community at large. The project is designed to help prepare workers approaching retirement to replace the normal

work role with a satisfactory retirement role. Participants are divided into five groups (industrial, business, governmental, professional, and the community at large).

7100 G799 **PRE-RETIREMENT COUNSELING, RETIREMENT ADJUSTMENT, AND THE OLDER EMPLOYEE.** Greene, Mark R. and others. Eugene, Ore., University of Oregon School of Business Administration, 69 336p. ED 042 996.

The pre-retirement programs studied appear, in general, to aid retirement adjustment, reduce resistance to retirement, and to improve morale or job-related attitudes, but the findings are not conclusive. Various comparisions were made in four large companies with pre-retirement counseling and four without. This complex and sophisticated study includes: survey of Western companies, uncovering few meaningful pre-retirement programs; analysis of previous research (but no bibliography); various rating scales for measuring various aspects of retirement adjustment and attitudes, extensive data in 330 tables; suggestions for further research.

7100 K19 **RE-EVALUATING THE NEED FOR RETIREMENT PREPARATION PROGRAMS.** Kasschau, Patricia L. In Industrial Gerontology, Vol. 1, No. 1, 1974. p. 42-55.

From a review of research studies in pre-retirement preparation, various factors are noted: programs increase, but few have meaningful depth; planning is contrasted with counseling as program objectives; both employers and workers sense the need, but tend to delay action; most programs are too poorly conceived for much impact or, even, for rigorous evaluation. Extensive bibliography.

7100 L496 **HOW TO MAKE THE REST OF YOUR LIFE THE BEST OF YOUR LIFE.** Legler, Henry. Simon and Schuster, 67 351p.

"How to banish the boredom that leads to ills, pills – and wills" – enroll in adult education classes (p. 200-209).

7100 058 **RETIREMENT AND PREPARATION FOR RETIREMENT: A SELECTED BIBLIOGRAPHY AND SOURCEBOOK.** Ontario Ministry of Community and Social Serfices, 72 37p. Ontario Government Bookstore, 880 Bay St., Toronto M7A IN8 $1. ED 072 355.

218 references on retirement. Includes extensive data on elderly in Ontario Province.

7100 089 **REHEARSE BEFORE YOU RETIRE.** Otte, Elmer. Retirement Research, P.O. Box 107, Appleton, Wisconsin 54911, 72 208p.

A step-by-step approach to planning your retirement. Worksheets ask all pertinent questions.

7100 S914 **RETIREMENT IN AMERICAN SOCIETY: IMPACT AND PROCESS.** Streib, Gordon F. and Schneider, Clement J., S.J. Ithaca, N.Y., Cornell University Press, 71 316p.

Longitudinal study of occupational retirement conducted by Cornell University over a six-year period. The 1,969 partcipants were all employed at the beginning of the study and were 62 to 65 years old. The study was four questionnaires recording satisfaction and other factors of retirement. Previous conceptions held at the time of the study regarding retirement are not supported. The study concluded that helath did not decline at retirement; that despite a sharp drop in actual income two-thirds stated their income was "enough"; and that retirement does not have broad negative consequences for the older person. Questionnaires, index, bibliography.

7100 T541 **GOALS, VALUES, AND LIFE EVALUATIONS AT THE PRE-RETIREMENT STAGE.** Thurnher, Majda. In Journal of Gerontology, Jan., 1974, p.85-96.

This study examined the transition to retirement from the perspective of goal-setting, value orientations, and life appraisals. The sampele consisted of 60 men and women facing retirement and 54 men and women facing the empty-nest stage. The preretired men were more positive about their concrete goals and their life appraisals than were the other groups; they showed a decline in instrumental-material and interpersonal-expressive values and an increase in ease-contentment and hedonistic values. Preretired women showed only a decline in interpersonal-expressive values. High instrumental-material and hedonistic values were shown to have negative implications for preretired men. For men critical life reviews occur at the termination of the occupational career, for women at the termination of the family cycle.

7100 W134 **THE NEW GUIDE TO HAPPY RETIREMENT.** Ware, George W., New York, Crown Publishers, 68 352p.

Guide to planning for retirement, including reading and learning, p. 188, 189.

7100 W753 **A SURVEY OF PRE- AND POST-RETIREMENT PROGRAMS OFFERED BY MAJOR EMPLOYERS OF METROPOLITAN CHICAGO.** Wilson, Thomas W. City of Chicago Department of Human Resorces, 71 102p. ED 054 409.

Roughly 10% of large Chicago employers report pre-retirement preparation programs. The typical program is less than 10 years old, run by the personnel department, involves no labor cooperation or participation of spouse. It is apparent that only a handful of programs go much beyond a few personal interviews. Post-retirement "keeping in touch" is more common, but seldom consists of more than mailing the house organ and "urging to visit." "Too few retiring" and lack of staff are the chief reasons for lack of programs. There is considerable analysis and discussion of the problem.

7100 W753 **REPORT OF THE PRE-RETIREMENT PROGRAMS OF THE DIVISION FOR SENIOR CITIZENS.** Wilson, Thomas. City of Chicago Department of Human Resources, 69 27p.

Summary report of encouragement and technical assistance to business, industry and labor unions in developing pre-retirement programs. Programs included: TV series, films, bulletins and instructional materials, counseling, classes and other formats. Technical assistance was provided through personal consultation, workshops, bulletins and the provision of integrated instructional materials. Surveys were made of Chicago area program efforts. Many community agencies cooperated.

7100 W824 **SOME IRRATIONAL BELIEFS ABOUT RETIREMENT IN THE UNITED STATES.** Withers, William. In Industrial Gerontology, Vol. 1, No. 1, 1974. p. 23-32.

Some of the retirement irrationalities dealt with include the sacrosanct age of 65 for retirement; erroneous assumptions about productivity and age; the idea that the aged themselves are less needed and need less income.

The trauma of retirement comes not simply from decreased income but also from the fact that society has created institutions and values which make the retiree a social reject.

See also: 8100S623 retirement preparation for members of religious orders: 0020I42 industrial gerontology; 2900S723 simulation methods in retirement training.

7510 **COLLEGES, UNIVERSITIES.**

7510 **THE OLDER AMERICAN AND HIGHER EDUCATION IN OHIO.**
O36 Ohio Administration on Aging, 34 North High St., Columbus 43215,
73 78p.

Of the 106 institutions reporting, 75 have at least one educational opportunity for persons aged 60 and over. Many reduced fees, modified entrance requirements and provided free library and other services. Information is included on education about aging and in training for those working in the aging field. Many expressed interest in more activity. Includes: list of active colleges and universities, questionnaire.

7510 **THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCA-**
H498 **TION OF THE AGING.** Hendrickson, Andrew. In O, Bruce Thomason, ed. Potentialities for Later Living. Gainesville, Fla., Univ. of Florida Press, 68 8p.

Summary results of sample survey of Columbus, Ohio's older adults, using interviews and card sorts for data gathering. Includes description of the sample and analysis of their interests, especially those which might be served by universities. Most interest: religion, problems of aging, gardening, travel, physical fitness and grooming. Also important: psychology, finance, history, public and foreign affairs. Willingness to come to campus and other factors are discussed.

7510 **THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCA-**
H498 **TION OF THE AGED.** Hendrickson, Andrew and Robert E. Barnes. Columbus, Ohio State University College of Education, 64 245p. ED 003 277.

This study was aimed at (1) discovering the educational needs of older persons, (2) determining which of these needs could best be served by activities held on a university campus, offered in a neighborhood center, or broadcast over radio or TV, and (3) identifying persons in the older population who could act as resources in teaching classes or programs for the aging. A modified Q-sort of 96 items yielded a rank order preference among the sample for items on religion, problems of older years, and such activities as gardening and flower raising, travel physical fitness, and good grooming. A second level of interest included topics relating to psychology, managing of finances, history, public affairs, and foreign affairs.

7510 K21 **THE OLDER ADULT AS A UNIVERSITY STUDENT.** Kauffman, Earl. Council on Aging, University of Kentucky, Lexington, 69 26p. ED 025 732.

Characteristics and performance of Donovan Scholars (56 men and women over 65) in the Educare Program at the Univ. of Kentucky were studied, and pertinent research problems were revealed. Findings include the following: most scholars were high school graduates with at least some college; most grades were fair to excellent; English, art, history, education, and philosophy were the most popular courses; Donovans were comparable to regular students on five personality measures and significantly different on eight others; Donovan Scholars were more conforming and conservative than younger students, with much more commitment to religious values; on the whole, they were very well accepted by professors. Analytical projects are underway on self-administered testing, student evaluation by professors, morale and involvement, medical testing, mental competency, and driver retraining. Includes 18 references and 15 tables and charts.

7510 U58 **THE URBAN ELDERLY.** In Urban Affairs Newsletter, Sept. 1973, p. 1-8.

Notes on various programs in state colleges and universities.

7510 U72 **SURVEY OF URBAN EDUCATION IN STATE COLLEGES.** Urban Affairs Newsletter, June, 73 126p. American Association of State Colleges and Universities, 1 Dupont Circle, Washington, D.C. 20036. $3.

Report of a 1973 survey of urban education, community service and research in 197 colleges. Of 127 respondents, 15 have programs for the urban elderly; 23 are planning them; 57 more are interested (p. 44-46). The institutions are listed. Three program summaries (p. 100) are research and training of workers to serve the elderly.

7510 W811 **WISCONSIN CONGRESS ON AGING.** Madison, University of Wisconsin Extension Division, 73 19p. Unpublished.

Memo on meeting to mobilize every Wisconsin university to focus on needs and problems of the aging people.

See also: 0300K16 planning university services in Minneapolis; 5520G244 new careers; 7100B787, 7100D761 university retirement training center.

7700 **COMMUNITY COLLEGES.**

7700 A512 **AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES.** New thrusts in aging. One Dupont Circle, N.W., Washington, D.C. 20036. 73.

Series of press releases describing a national survey of community college services for the aged. Lists of colleges with free tuition, RSVP and pre-retirement programs.

7700 A512 **COMMUNITY AND JUNIOR COLLEGES THAT OFFER COURSES FOR CULTURAL ENRICHMENT.** American Association of Community and Junior Colleges (1 Dupont Circle, Washington, D.C. 20036), 73 6p.

List, by state, from a 1972 survey of community college services to the elderly.

7700 B811 **A PROGRAM FOR THE EDUCATIONAL ENRICHMENT OF THE SENIOR CITIZENS OF POLK COUNTY.** Bradley, Harry M., others. Bartow, Fla., Polk Junior College, 67 57p. ED 021 532.

Two-hour seminars were held twice weekly for a six week period in five Florida communities. Teacher-trainees in each community were appointed to the part-time college faculty. College faculty and other specialists gave lectures and demonstrations. Chief topics were health and social studies (local history, international relations, current events). Program was successful and funded, in part, through Title I of the Higher Education Act.

7700 B811 **RETIREES ASSIST IN DEVELOPING PROGRAMS FOR EDUCATIONAL ENRICHMENT.** Bradley, Harry M. and Leland R. Cooper. In Adult Leadership, v17 p383-5, March 69.

A junior college faculty surveyed needs of the retired population and identified persons who would help develop an experimental program. Training seminars for 24 retired participants were held at the campus for six weeks. Participants returned to their communities and served as forum coordinators and discussion leaders.

7700 C284 **SERVING THE NEEDS OF RETIRED PERSONS.** Carlson, Charles R. In Community and Junior College Journal, March, 73, p22-23.

Study of older people focuses on communication with retired people, the finding that there were considerable differences between normal college-age population and the aged population, and a series of recommendations for planning programs for the aged.

7700 H315 **AN ANALYSIS OF THE RELATIONSHIP OF AGE AND OCCUPATION TO ADULT PARTICIPATION IN THE CONTINUING EDUCATION PROGRAM OF A RURAL COMMUNITY COLLEGE.** Harris, Richard Lee. Washington State Univ. Ed.D. Thesis, 72 98p.

This study analyzed the influence of age (by decades) on choice of community college courses when occupational index status levels were held constant. In general, the pattern of academic and vocational courses in the twenties changing to leisure oriented courses in the later years prevailed. Cases over 50 were too few for certain analysis, but there appears to be a tendency for semi-skilled, managerial and unskilled persons over 50 to choose community service courses. Of the 1721 enrolled: 1.2% were 70 or over; 4.7% 60-69; 13.6% 50-59. Thus, about 20% of the enrollment was in the 50 and over group which constitutes about 45% of the population of this rural service area.

7700 H476 **SENIOR ON CAMPUS.** Helling, John F. In Adult Leadership; v21 n6 p203-205 Dec. 1972.

Describes a program at North Hennepin State Junior College (Minnesota) offering educational opportunities to senior citizens.

7700 M998 **COMMUNITY COLLEGE SERVICES FOR SENIOR CITIZENS.** Myran, Gunder A. and others. East Lansing, Kellogg Community Services Leadership Program, Michigan State University, 71 32p.

An outline of basic needs of older adults and (from a postcard survey) capsule descriptions of various community college services for the elderly or for personnel who work with them. Includes lists of helpful agencies and basic references.

7100 S251 **EDUCATIONAL NEEDS OF THE ELDERLY.** Sarvis, Robert E. Lynnwood. Washington, Edmonds Community College, 73 23p. and appendices. Sponsor: Regional Research Program, National Center for Educational Research and Development, Project 1-J-051.

Report on educational needs of older adults and programs for them in the community colleges of the State of Washington. Data were developed from questionnaires and interviews. Reports the perceived educational needs of the older populace, together with demographic and other data about them. Twenty of the 22 colleges reported programs for the elderly, for the most part on-campus and regular college courses; various plans, problems and constraints are discussed. Commentary on the implications for program planning. Contains: questionnaires, interview schedules, list of courses attractive to older adults.

7700 S897 **GRANDDAD GOES TO COLLEGE.** Strand, Lincolm. In Community and Junior College Journal; v43 n5 p14-15 Feb. 1973.

A retired engineer and grandfather relates learning experiences at a community college.

See also: 7510C36 survey of programs in Ohio higher education.

7800 **PUBLIC SCHOOLS.**

7800 C689 **GOLDEN OLDIES: SENIOR CITIZENS GO BACK TO SCHOOL.** Cole, K.C. In Saturday Review: Education; vl nl p41-44. Jan. 73.

Everybody's going to school these days in "old folks country" — Pinella County, Florida. In ever increasing numbers senior citizens there are enrolling in continuous learning courses and renewing their interests in living.

7800 C743 **PUBLIC SCHOOL ADULT EDUCATION CLASSES FOR THE ELDERLY, 1971-72.** Connecticut State Department of Education, Bureau of Elementary and Secondary Education, 73 1p.

Subjects, enrollments in 24 cities enrolling 3500 in courses intended for elderly. An additional 3000 enroll in regular classes.

7800 J17 **A STUDY OF EDUCATION FOR AGING IN SELECTED PUBLIC SCHOOL ADULT EDUCATION PROGRAMS.** Jacobs, H. Lee. Ph. D. dissertation, University of Iowa, 61.

See also: 0250V817 program survey in Virginia.

8100 **RELIGIOUS ORGANIZATIONS.**

8100 **REPORT ON THE RESULTS OF THE PRE-RETIREMENT QUES-**
A512 **TIONNAIRE.** American Lutheran Church, Division of Service and Mission. 1974. 11p. Unpublished.

In a preliminary report, some 3,000 questionaire responses from older Lutheran Church members in six midwestern states reveal some of their life circumstances, attitudes and subject preferences for educational programs.

8100 **WORKSHOP: RELIGIOUS AND RETIREMENT.** National Confer-
N277 ence of Catholic Charities, 1346 Connecticut Ave., N.W., Washington, D.C. 20036, 71 133p.

The Proceedings include material on health and other general problems of the aging as well as discussion of the circumstances of members of religious orders who are at retirement age. 7100.

8100 **RELIGIOUS AND RETIREMENT 2: ADDING NEW LIFE TO**
N277 **YEARS.** National Conference of Catholic Charities, 1346 Connecticut Avenue, N.W., Washington, D.C. 72 37p. $2.50.

Proceedings of a conference on retirement planning for members of religious orders.

8100 **NEW LIFE: PREPARATION OF RELIGIOUS FOR RETIREMENT.**
S623 Sister Duchesne Herold. Catholic Hospital Association, St. Louis 63104, 73 154p.

Manual on retirement programs for members of religious orders. Case studies. Forms. List of films on aging. Bibliography.

8100 **BRIGHTER VISTAS: THE STORY OF FOUR CHURCH PROGRAMS**
S889 **FOR OLDER ADULTS.** Stough, Ada Barnett. Washington, GPO, 65 52p.

Education is a significant component in each of these four exemplary programs for older adults, sponsored by large urban churches.

See also: 0020M445 Methodist magazine; 1300R658 Utah Latter-Day Saints as participants.

8200 **LIBRARIES.**

8200 K16 **IMPACT OF GERONTOLOGICAL CONCEPTS ON PRINCIPLES OF LIBRARIANSHIP.** Kanner, Elliott E. Ph.D. Dissertation, University of Wisconsin, 72 150p. University Microfilms order number: 72-4281.

Traces the assimilation of concepts from social gerontology into library profession thinking, by analysis of citations in library literature in a 25-year period. The concepts are categorized by an outline of the substantive content of gerontology and their application to "fields of action" by a standard statement of library objectives. There is a time lag in assimilation with peaks of interest in some time periods, declines in others. Publications with some potential application in library work are most often cited. Contains: background material on gerontology and library services to the elderly; extensive bibliography.

8200 P378 **LIBRARY SERVICES TO THE AGING.** Phinney, Eleanor, ed. Library Trends, Jan. 73 (entire issue).

Comprehensive review of library work with older adults. Chapters on: history of service to the aging; reading interests of the elderly; services; staffing of these services; implications of research and of the White House Conference on Aging. Extensive bibliography.

8200 S987 **EVALUATION OF LSCA SERVICES TO SPECIAL TARGET GROUPS: EXCERPTS FROM DRAFT OF FINAL REPORT.** System Development Corporation Education and Library Systems Department, 73.

Comprehensive, detailed analysis of library service projects, supported by Federal library programs, and aimed at a variety of special clientele groups. Includes 33 projects explicitly intended for the aged and serveral other project types (nursing homes, other institutionalized populations) where the aged participants range as high as 60%. Breakdown by age on many questions related to content of service, reactions of participants, staffing, costs, other factors.

ORDERING FROM ERIC

Only those documents with ED numbers may be ordered. Specify whether HC (hard copy reproduction, eye readable) or MF (microfiche reduction requiring a reader).

ERIC Document Reproduction Service
Box O
Bethesda, Maryland 20014

ORDERING FROM UNIVERSITY MICROFILMS

Only those documents with University Microfilms identification numbers may be obtained. Specify Zerographic reproduction (6 x 8 inch, eye readable) of Microfilm (requires microfilm reader).

University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106